

**Incredible Years®  
Parent Programs**  
*developed by Carolyn Webster-Stratton, Ph.D.*

**Title of Program:** *Incredible Years (IY): Parent Training Programs*

**Contact Information:**

Incredible Years Inc.  
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<http://www.incredibleyears.com>

**Cost to implement form of program used in successful research**

**Curriculum Costs:** The costs for the Incredible Years baby, toddler, preschool, school age and advance parent programs can be found on our web site  
<http://www.incredibleyears.com/order/>

All the parent packages include leader manual, DVDs or USBs, leader text, one parent book, and pyramid poster.

**One-time upfront costs** of running a parent group include: 3-day training for group leaders (plus travel and hotel) and parent program materials package. Additional 1-2 day training is available for those delivering the program as a home-based program. On-site training hosted by an agency is also available for large districts. Inquire about costs at [incredibleyears@incredibleyears.com](mailto:incredibleyears@incredibleyears.com)

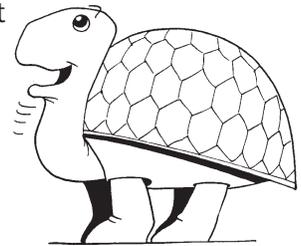
On-going costs of running a parent group include; venue, therapist salary, books and handouts for parents, child care, and meals or snacks. Ongoing consultation for group leaders is a separate fee as well as for accreditation which involves video feedback of sessions via skype or in person consultation workshops.

The Incredible Years administrative staff works with sites to calculate specific budgets that take into consideration the agency's implementation and consultation needs. Contact [incredibleyears@incredibleyears.com](mailto:incredibleyears@incredibleyears.com) for a customized budget estimate.

**Program Description:** The Incredible Years (IY) is a set of teacher, child and parent programs designed to promote children's social, emotional and academic competence including prevention and reduction of behavior problems in children ages 3-12. The Basic Parent Curriculum is available in different versions for parents of babies (1-month to 9 months), toddlers (1-3 years) preschool children (3-6 years) or school age (6-12 years). Parents participate in weekly 2-hour parent groups covering topics such as social, emotional, academic and persistence coaching, child-directed play, praise and incentives, effective limit setting, proactive discipline and problem solving. Themes throughout the parent program include building supportive social networks, emotional regulation and working collaboratively with teachers. Teaching methods for parents include goal setting and using video vignettes to trigger problem solving discussions and practices. Parents are given weekly home practice assignments and reading and set short term goals. The treatment version of the program is a minimum of 18-20 weeks and the prevention version is minimum of 14 weeks. Group leaders are encouraged to add sessions according to the pacing of the groups depending on the population needs and risk level and whether translation is involved. The advance parent program, which focuses on depression, anger management and problem solving, is recommended for the higher risk population, child welfare referred parents, or for parents whose children have significant behavior problems. Specific objectives and topics for each of the parent programs can be found on our web site <http://www.incredibleyears.com/programs/parent/preschool-basic-curriculum/>

Newer programs for parents with children with Autism Spectrum Disorder (ASD) (ages 2-5 years) and a shorter prevention program for all parents (Attentive Parenting) can be found on our web site. These programs use the same IY methods and processes but have different video vignettes and leader manuals. <http://www.incredibleyears.com/programs/parent/autism-spectrum-language-delays/>

The IY parent program by itself has been evaluated in 9 multiple randomized control trials (RCTs) by the developer for parents of children with Oppositional Defiant Disorder and in 4 RCTs by the developer for higher risk parents in Head Start. These studies can be found on Incredible Years web site <http://www.incredibleyears.com/research-library/>. Across studies, results have consistently showed that parents who participate in the program show significantly more positive attachment and parenting skills such as coaching skills, praise and physical warmth, more positive and consistent discipline and less harsh and coercive discipline than parents who did not receive the program. In treatment groups, children whose parents participated in the groups showed significantly more compliance and social competence and less aggressive behavior than children whose parents did not participate in groups. In prevention studies parents who participated in the parent group were significantly more involved in school than parents who did not participate in the parent groups. Many other control group studies have been conducted by independent investigators in US, England, Finland, Holland, Norway, Portugal, Spain and Wales and can found on web site.



**Staffing Requirements:** Two trained group leaders are needed to conduct parent sessions. It is recommended that these leaders have an educational background that includes child development classes and that they have a good understanding of effective parenting principles and cognitive social-learning theory. Group leaders who will be working with high-risk families or families whose children are experiencing clinical levels of behavior problems should have at least masters level training. Group leaders for both prevention and treatment groups should be warm and collaborative in their approach to working with parents.

**Professional Development/Training:** Group leaders participate in a 3-day initial training. Following the initial training, group leaders begin leading groups and receive consultation from The Incredible Years trainers and mentors. Group leaders participate in an accreditation process to ensure that they are delivering the program with fidelity. When group leaders have completed the accreditation process, they are certified group leaders.

**Technology:** Video machine

### **Research by Developer**

Webster-Stratton, C., M.J. Reid, and T.P. Beauchaine, One-Year Follow-Up of Combined Parent and Child Intervention for Young Children with ADHD. *Journal of Clinical Child and Adolescent Psychology*, 2013. 42(2): p. 251-261.

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Webster-Stratton, C., J. Rinaldi, and M.J. Reid, Long-Term Outcomes of Incredible Years Parenting Program: Predictors of Adolescent Adjustment. *Child and Adolescent Mental Health*, 2010. 16(1): p. 38-46.

Reid, M. J., Webster-Stratton, C., & Hammond, M. (2007). Enhancing a classroom social competence and problem-solving curriculum by offering parent training to families of moderate- to high-risk elementary school children. *Journal of Clinical Child and Adolescent Psychology*, 26 (4), 605-620.

Webster-Stratton, C., M.J. Reid, and M. Hammond, Treating children with early-onset conduct problems: Intervention outcomes for parent, child, and teacher training. *Journal of Clinical Child and Adolescent Psychology*, 2004. 33(1): p. 105-124.

Webster-Stratton, C., M.J. Reid, and M. Hammond, Preventing conduct problems, promoting social competence: A parent and teacher training partnership in Head Start. *Journal of Clinical Child and Adolescent Psychology*, 2001. 30(3): p. 283-302.

Webster-Stratton, C., Preventing conduct problems in Head Start children: Strengthening parenting competencies. *Journal of Clinical Child and Adolescent Psychology*, 1998. 66(5): p. 715-730.

Webster-Stratton, C. and M. Hammond, Treating children with early-onset conduct problems: A comparison of child and parent training interventions. *Journal of Consulting and Clinical Psychology*, 1997. 65(1): p. 93-109.

Webster-Stratton, C., Advancing videotape parent training: A comparison study. *Journal of Consulting and Clinical Psychology*, 1994. 62(3): p. 583-593.

Webster-Stratton, C., T. Hollinsworth, and M. Kolpacoff, The long-term effectiveness and clinical significance of three cost-effective training programs for families with conduct-problem children. *Journal of Consulting and Clinical Psychology*, 1989. 57(4): p. 550-553.

Webster-Stratton, C., Randomized trial of two parent-training programs for families with conduct-disordered children. *Journal of Consulting and Clinical Psychology*, 1984. 52(4): p. 666-678.

Many other RCTs by independent investigators are available. See library on web site.

<http://www.incredibleyears.com/research-library/>