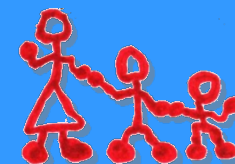




The Incredible Years®

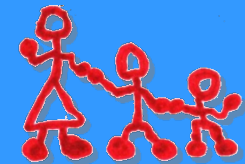
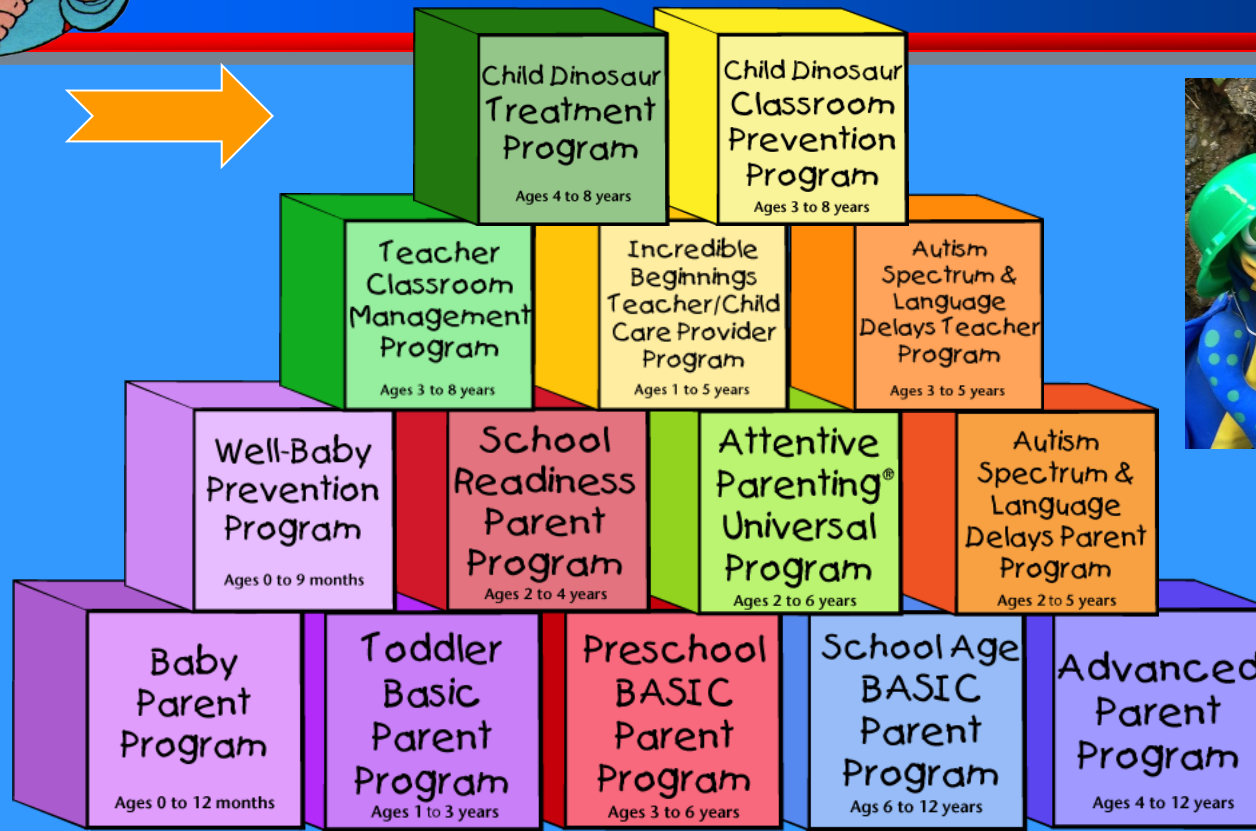
Dina Dinosaur's Social Skills and Problem-solving Curriculum

Developer: Carolyn Webster-Stratton, Ph.D.



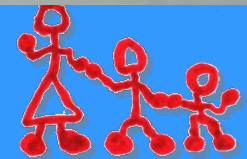


I Y Building Blocks For Promoting Children's Social, Emotional & Academic Skills: IY Parent, Teacher, and Child Programs





Incredible Years® Dinosaur Curriculum





Why involve children?

IY Dina Dinosaur Social, Emotional & Problem Solving Skills Child Prevention and Treatment Programs



Child Dinosaur
Classroom
Prevention
Program
Ages 3 to 8 years



Child Dinosaur
Treatment
Program
Ages 4 to 8 years



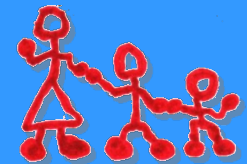
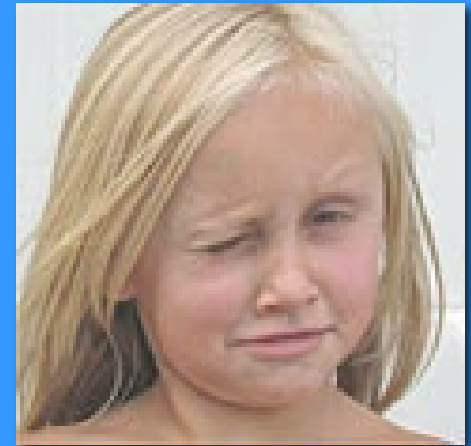
Objectives of IY Child Dinosaur Program: Preventing conduct problems and improving school readiness

Definition of Conduct Problems

- aggression, defiance,
- oppositional, noncompliant

Definition of School Readiness

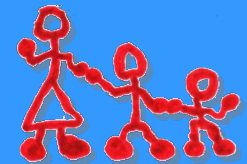
- emotional regulation
- social competence
- absence of conduct problems
- family & teacher/school involvement





IY Child Program Content: Dinosaur School

- New Friends and School Rules
- Succeeding in School
- Understanding Feelings
- Problem Solving
- Anger Management
- Talking with Friends and Being Friendly





Incredible Years® Child Dinosaur Program Methods

- Focus on cognitive, behavior & affect
- Developmentally based
- Evidence-based
- Video modeling
- Role play, practice and rehearsal
- Child size puppets, color cue cards
- Stickers, incentives
- Small group practice activities
- Home activities with parents

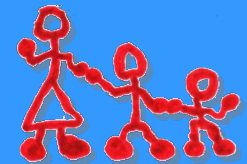




Incredible Years® Dinosaur School

Small Group Treatment Model

- 6 children per group (2 leaders)
- 2 hours weekly, 20-22 weeks
- Schedule
 - Homework check-in and discussion
 - Learning new material (20 min)
 - Role plays and group practice
 - Bathroom and snack break
 - Individual practice, games & activities
 - Compliment Circle
 - Dinosaur chip counting and trade-in rewards





Dinosaur Child Program

Effectiveness of Treatment of Conduct Problems

3 randomized control group evaluations by developer
1 Independent replication
Larsson, Drugli, & Moerch (2005)

Found:

- Decreases in harsh discipline
- Reductions in conduct problems at home and school
- Increases in social skills, problem-solving with peers, and emotion language
- Reductions in hyperactivity & inattention

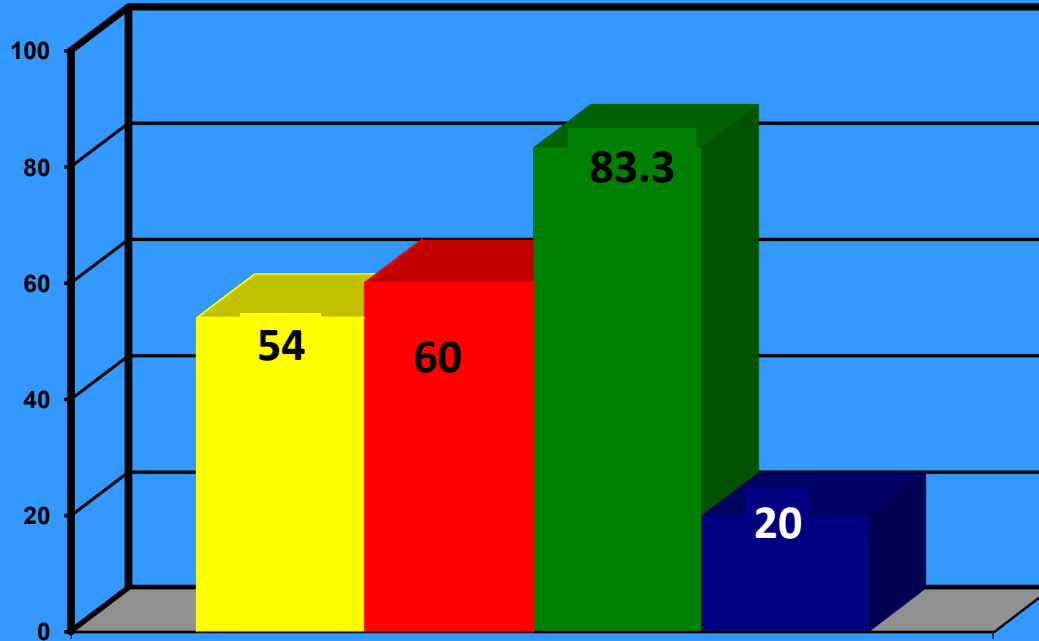




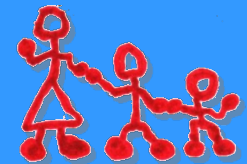
30% Reduction Aggressive Behavior at School

Parent, Child, and Teacher Treatments

Immediate Post



- Parent
- Parent & Teacher
- Child & Teacher
- Control





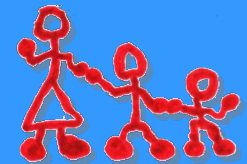
Classroom Dinosaur School Prevention Program





Incredible Years® Prevention Classroom Dinosaur Curriculum

- **Planning:** taught 2-3 times per week, 60 lessons plans, preschool and primary grade versions
- **Presenting:** 20-minute large group circle time
- **Practicing:** 20-minute small group activities
- **Promoting:** lunch, recess, choice time

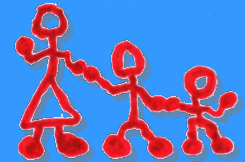




Incredible Years® Classroom Dinosaur Curriculum

Present Concepts (circle time):

- Role play practice with life-size puppets
- Use examples from children's experiences
- Video modeling/DVD
- Visual cue cards
- Songs, games, books





Incredible Years® Classroom Dinosaur Curriculum

Practice (small groups):

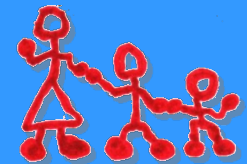
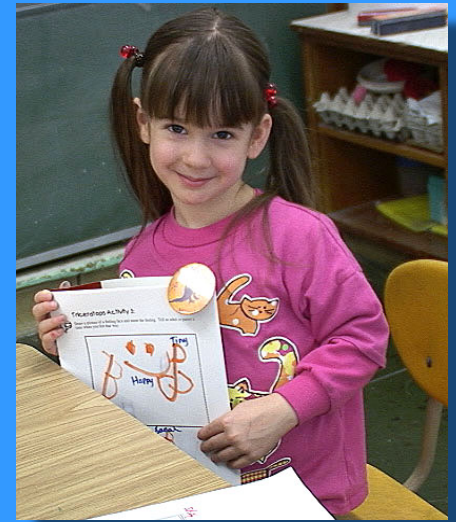
- Games - rules, feeling, or problem-solving bingo games, feeling wheel, mazes
- Activities - art projects
- Role-play/practice with puppets
- Wally problem solving books
- Feeling and problem-solving books
- Social & emotional coaching
- Child-directed play in dyads/triads





Incredible Years® Classroom Dinosaur Curriculum

- **Promotion (free play, choice time, lunch, recess, bus)**
 - Homework activities books, buttons
 - Parent involvement, letters, calls
 - Dinosaur reading
 - Problem-solving detective club
 - Friendship loops, friendship patrol, stickers





Incredible Years® Dinosaur Classroom Program

Effectiveness of Prevention of Conduct Problems

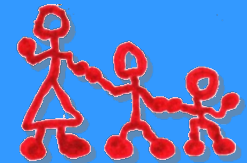
2 randomized control group evaluations by developer
(Head Start, Kindergarten, Grade 1)

2 independent replications

Taylor (2004), Hutchings (on-going) Wales

Found:

- Decreases in aggression in classroom
- Increases in school readiness (friendly, follows directions, on task, engaged).



©The
**Incredible
Years®**



Prevention Interventions in Head Start & Schools with High Risk Populations

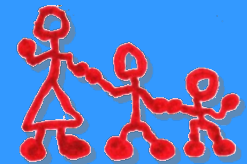
Design: Random assignment by school to intervention or control conditions

Universal Intervention

- Teacher IY Classroom Management Training Program
- IY Child Dinosaur School Curriculum

Indicated Intervention

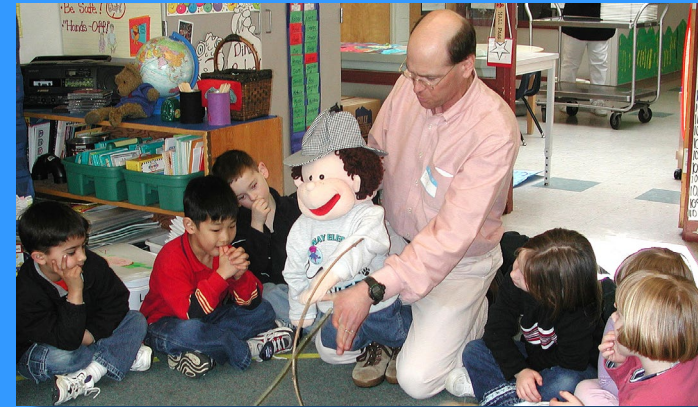
- IY Parent BASIC Program





Evaluation of Classroom Social Skills and Problem-Solving Curriculum (Dinosaur School)

- 120 classrooms/153 teachers (K-1st grade)
- 1768 students (18% Latino, 20% African American, 27% Asian, 8% African, 27% Caucasian, 9% other)
- 31% English Language Learners)
- Random assignment by school
- No differences between intervention and control schools on key variables at baseline





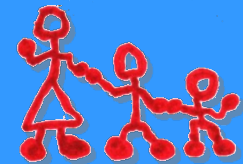
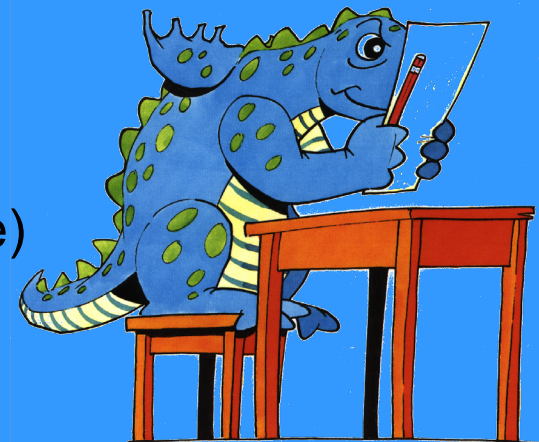
Summary of Results

Significant Improvements compared to controls

- Observed child negative behaviors (effect sizes $-.70$ to -1.10)
School Readiness Score (effect sizes $-.82$ to -2.87)
- Wally Feeling and Problem Solving Test
- Teacher classroom management scores (4 of 5 TCI variables) & mooses variables (criticism & praise) ($.51$ to 1.24)

Parent and Teacher Reports

- Increased parent bonding and involvement ($.57$ initially low)
- High parent and teacher satisfaction





Summary of Results

Teacher Satisfaction

- 83.9% easy to integrate into curriculum
- 91% met social/emotional goals for children
- 73% felt content and activities developmentally appropriate
- 75% continue program/ 53% wanted ongoing training

Parent Satisfaction

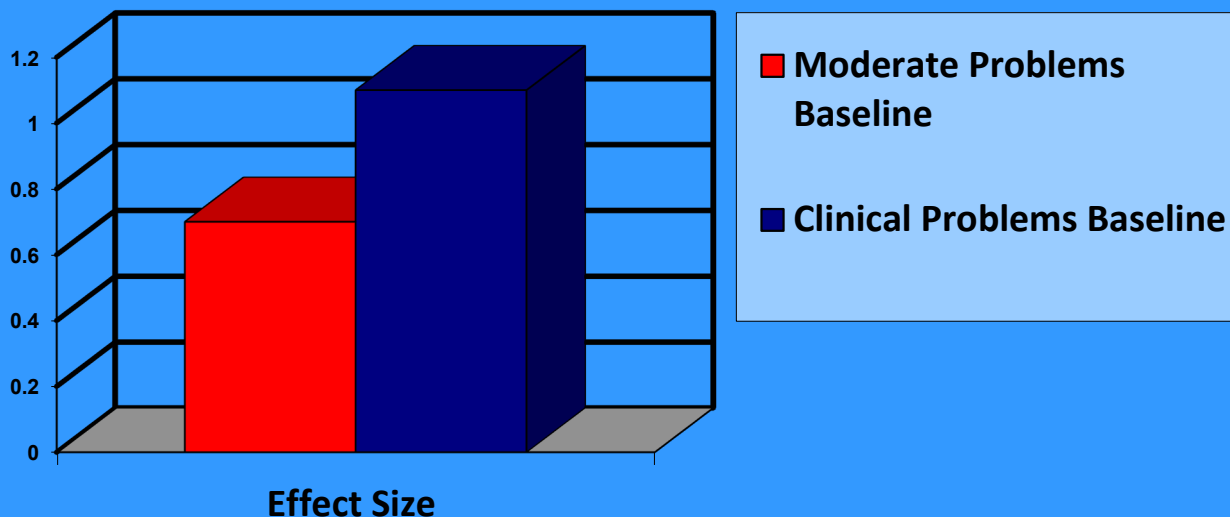
- 94% very positive evaluation
- 90% would recommend
- 85% found homework useful
- 67% said children used Dina strategies at home



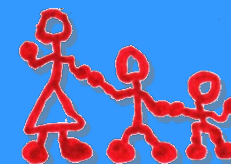


Improvements in Observed Child Negative Classroom Behavior

Physical and Verbal Aggression and Noncompliance



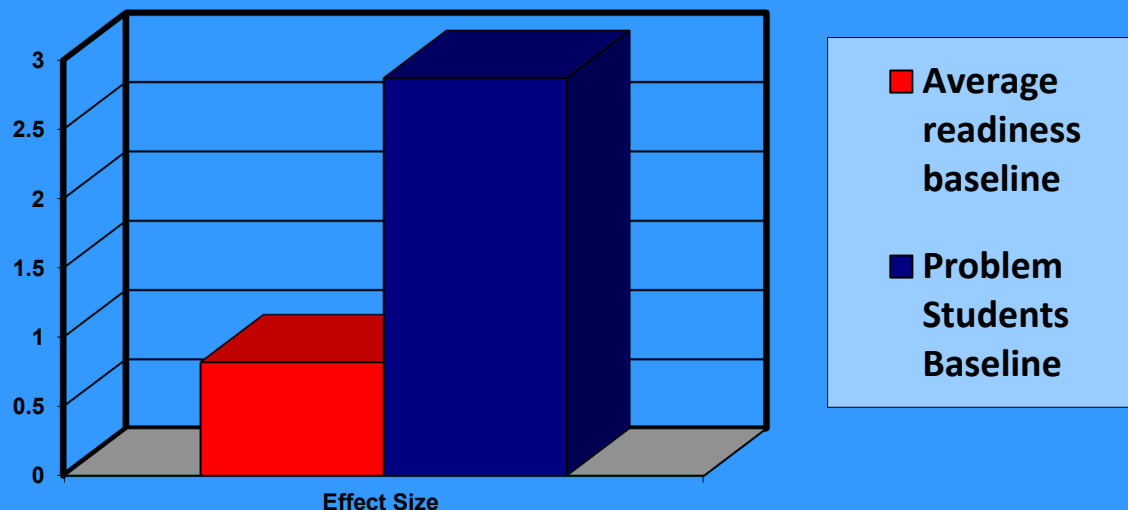
Reported effect sizes are significant at least at $p < .05$



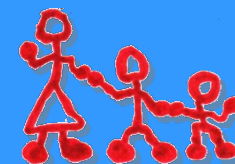


Improvements in Observed School Readiness

**Concentration, Task Completion,
Cooperation, Emotion Regulation**

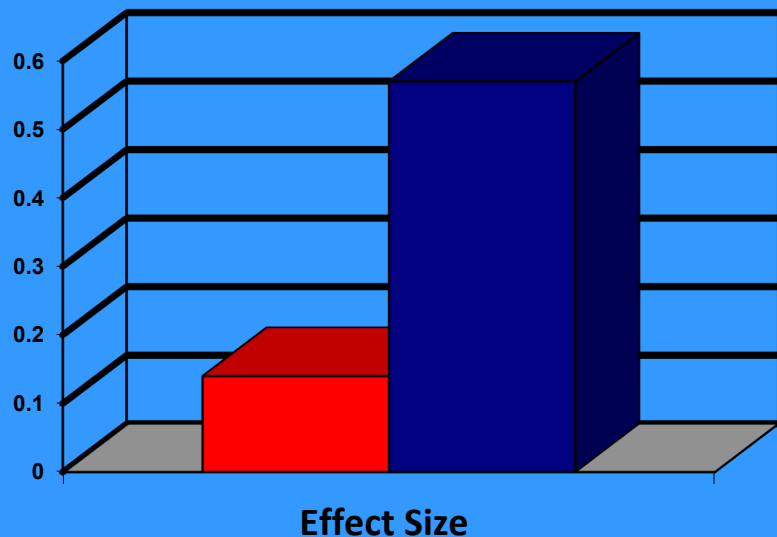


Reported effect sizes are significant at least at $p < .05$





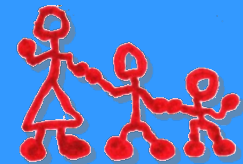
Improvements in Teacher Report of Parent Involvement



■ Average Involved Parents
■ Less Involved Parents

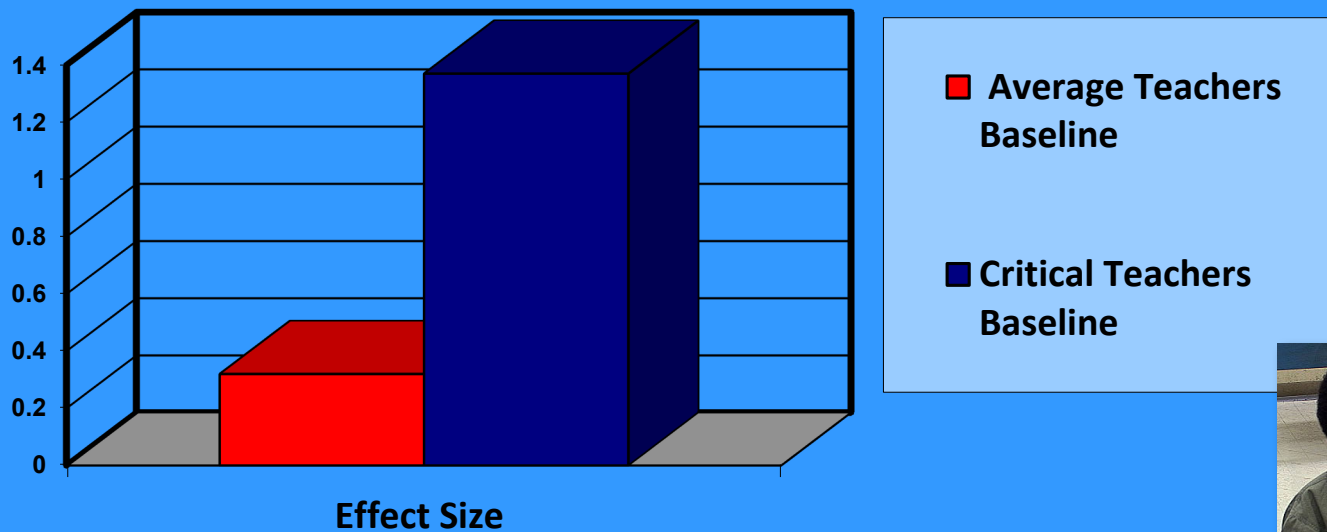


Reported effect sizes are significant at least at $p < .05$





Improvements based in Observed Teacher Critical Statements



Reported effect sizes are significant at least at $p < .05$





Dinosaur Child Classroom Program for Prevention of Conduct Problems

- 2 RCTs by developer with children ages 3-8 years in Head Start and primary grades

Findings

- Increases in school readiness
- Improved emotional regulation
- Increases in social skills
- Reductions in behavior problems
- Increases in problem-solving with peers



Child Dinosaur
Classroom
Prevention
Program
Ages 3 to 8 years

**FOR EVERY PROBLEM THERE IS
A SOLUTION:**

**Provide Children with Social,
Emotional & Problem Solving
Training**

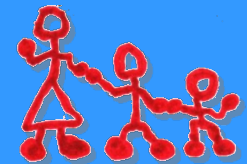
**Child training produces
improvement in social
behavior with peers at
school. For highly
aggressive children the
combination of parent and
teacher/child training
produces better long-term
results than either alone.**





Summary

Research paints a picture of both hope and warning. It tells us that young children are resilient; aggressive behavior problems may be transitory given nurturing parents and teachers who work together. But it also warns about the risks if we don't provide the environmental supports for higher risk young children.





EARLY INTERVENTION:

*Building Society's Bank Account for
the Future*





EARLY INTERVENTION: A WORTHWHILE INVESTMENT

**CHILD
FAMILY
SCHOOL**

**↑ Protective
Factors**

↓ Risk Factors

**Child Success:
socially,
emotionally &
academically**

**DELINQUENCY
SUBSTANCE
ABUSE
VIOLENCE**