Part 6
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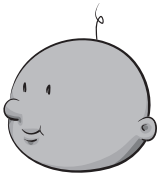
Incredible Years® Babies Program Survey



First Name_____ Last Name _____

Baby Birthdate (mo./day/yr.) _____ Today's Date (mo./day/yr.) _____

Parents learn from their experiences interacting with their baby. Use this inventory to think about your strengths and what parenting strategies and activities work or don't work with your baby. Your answers will be kept confidential.

When I Play with My Baby:	**Never**	**Rarely (monthly)**	**Sometimes (weekly)**	**Often (daily)**	**Consistently (multiple times a day)**
1. I have fun playing games with my baby such as peekaboo	1	2	3	4	5
2. I sing to my baby	1	2	3	4	5
3. I read books to my baby	1	2	3	4	5
4. I give my baby massages	1	2	3	4	5
5. I find it hard to find time to play with my baby	1	2	3	4	5
6. I talk and speak "parent-ese" to my baby and describe my actions as well as my baby's actions	1	2	3	4	5
7. I do baby physical exercises (tummy time, pull ups, walking etc.)	1	2	3	4	5
8. I provide visual stimulation for my baby (e.g., toys, hanging objects)	1	2	3	4	5
9. I use hand puppets with my baby	1	2	3	4	5
10. I smile at and praise my baby	1	2	3	4	5
11. I mimic and imitate my baby's sounds	1	2	3	4	5
12. I find it hard to be affectionate with my baby	1	2	3	4	5
13. I use hand signals to communicate with my baby	1	2	3	4	5
14. I tell my baby I love him or her	1	2	3	4	5
15. I label my baby's positive emotions	1	2	3	4	5

When my Baby is Crying:	**Not at all likely**	**Unlikely**	**Somewhat likely**	**Likely**	**Very Likely**
1. I find it hard to soothe my baby when s/he is crying	1	2	3	4	5
2. I stay calm and use a calm down strategy when my baby is crying	1	2	3	4	5
3. I figure out the reason for my baby's crying (hunger, dirty diaper, amount of stimulation needed)	1	2	3	4	5
4. I ask for help when I feel overwhelmed and stressed	1	2	3	4	5
5. I modulate the amount of stimulation my baby needs when s/he is crying	1	2	3	4	5
6. I feel confident I can help my baby feel safe, loved and secure	1	2	3	4	5
7. I sing to my baby when s/he cries	1	2	3	4	5
8. I label my baby's negative emotions	1	2	3	4	5
9. I yell at my baby when s/he cries too long	1	2	3	4	5
10. I touch my baby in soothing and loving ways	1	2	3	4	5

My Baby's Development:	Never	Rarely	Sometimes	Often	Always
1. I keep track of my baby's physical, motor and language developmental progress (e.g., journal)	1	2	3	4	5
2. I try to be flexible and baby-directed in terms of my baby's feeding schedule	1	2	3	4	5
3. I worry about my baby's sleep schedule and patterns	1	2	3	4	5
4. I plan activities I know will enhance my baby's language and physical development	1	2	3	4	5
5. I am comfortable calling the doctor or nurse when I am unsure whether my baby is sick or not developing normally	1	2	3	4	5
6. I assess my home to make it baby proof and safe (e.g., have car safety seat, water heater turned down, have smoke detectors)	1	2	3	4	5
7. I am worried about my baby's development	1	2	3	4	5
8. I feel my baby is bonded to me	1	2	3	4	5
9. I am baby-directed and put my baby in a central place in the household where s/he can see family action and I can talk to him or her	1	2	3	4	5
10. I make everyday things such as diapering, feeding, and bath time fun rituals.	1	2	3	4	5
11. I am baby directed in my feeding approach	1	2	3	4	5

Caring for Myself:	**Not at All**	**A Little**	**Somewhat**	**Often**	**Frequently**
1. I get a sitter so I have time for myself	1	2	3	4	5
2. I know how to use calm down strategies when I am frustrated	1	2	3	4	5
3. I work at developing my family and friend support system	1	2	3	4	5
4. I pay attention to my needs for rest and self-care (taking naps, time with friends, exercise,)	1	2	3	4	5
5. I find it helpful to share parenting ideas with other parents	1	2	3	4	5
6. I find it helpful to share my parenting worries with others	1	2	3	4	5
7. I involve other family members in understanding my baby's interests and favorite games	1	2	3	4	5
Please select the degree to which you agree or disagree with the following items.	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
a. I am happy in my role as a parent.	1	2	3	4	5
b. Caring for my baby sometimes takes more time and energy than I have to give.	1	2	3	4	5
c. I feel overwhelmed by the responsibility of being a parent.	1	2	3	4	5
d. I feel close to my baby.	1	2	3	4	5
e. I feel confident as a parent.	1	2	3	4	5

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Parent Certificate
of Participation and Successful Completion in

The Incredible Years®: Parents and Babies Training Series

Developed by Carolyn Webster-Stratton, Ph.D

_____

Name of Participant

_____

Date

_____ _____

Group Leader Group Leader

HOW TO USE THE BABY BRAIN POSTERS

This poster features a large image of a baby crawling and has Velcro siding in order to attach 48 different neurons. The attachable neurons with text are categorized into three different color coded categories reflecting methods by which parents can strengthen neuron connections used for building language and cognitive development, social and emotional development. This poster is used by IY group leaders to explain to parents the many ways they can encourage the development of their babies' brain.

Examples of ways to build baby's language, cognitive, social, and emotional development:

Language & Cognitive Development	Social & Emotional Development
reading books	consistency of responses
providing visual stimulation	learning baby's cry signals
tactile stimulation such as rocking	playing hide and seek
massaging and swaddling	predictable routines
baby aerobics	staying calm
gentle touching	being playful
musical activities	mirroring baby's actions
singing love songs and rhymes	praising & doing the reciprocal tango dance
describing objects and actions	
speaking parent-ese	
mirroring baby's sounds	

HERE ARE A FEW WAYS THE BABY BRAIN POSTER AND NEURONS CAN BE USED:

1. **FIRST,** start using this poster with parents/participants in the first parent group session to highlight some of the concepts they will be learning. For example, show a few strategies that strengthen neuron relationship connections such as staying calm, patient and relaxed; using familiar rhythmic motions; getting eye contact; observing and listening to baby's sounds; and getting rest and support. These can be shown to explain how during the next 8-10 weeks they will be learning about how these approaches affect their babies' cognitive, social and emotional brain development as well as their attachment relationship.

2. **SECOND,** when showing video vignettes and leading discussion of the benefits of the parent's approaches for their babies' development, pull out participant's principles and reward their insights by giving them a neuron which reflects their idea. This neuron can be added to the baby brain poster. For example, in the session entitled "Babies as Intelligent Language Learners," when a parent comments on the high-pitched, melodic, positive tone of voice used by parents on the video vignettes, give her the "speaking parent-ese" or "positive tone of voice" neuron and talk about how talking to babies in this way not only enhances baby's language but also conveys a feeling of caring, love and safety. Help them to understand that eventually the baby will learn to respond with similar feelings by giving them a smile back. Or, in the same session when showing the vignette where the parent imitates the baby's cooing noises and waits for the baby to repeat the sound, pull out the "mirroring" neuron and talk about how imitation affects babies' language and social interaction learning through observations of parents' responses. If parents come up with an insight that is not covered on any of the 48 neurons, the group leader can use one of the blank neurons and write the idea on it and add to the poster.

THIRD, use the poster to summarize what has been learned in that group's session. For example, at the end of the session, on the topic "Providing Physical, Tactile, and Visual Stimulation," pull out the neurons covered such as *baby aerobics, baby proofing, cuddling, visual stimulation, rocking, reading, reciprocal tango dance* and *being playful* to summarize what they have learned to promote physical development as well as creating an environment where the baby feels safe, secure and loved.

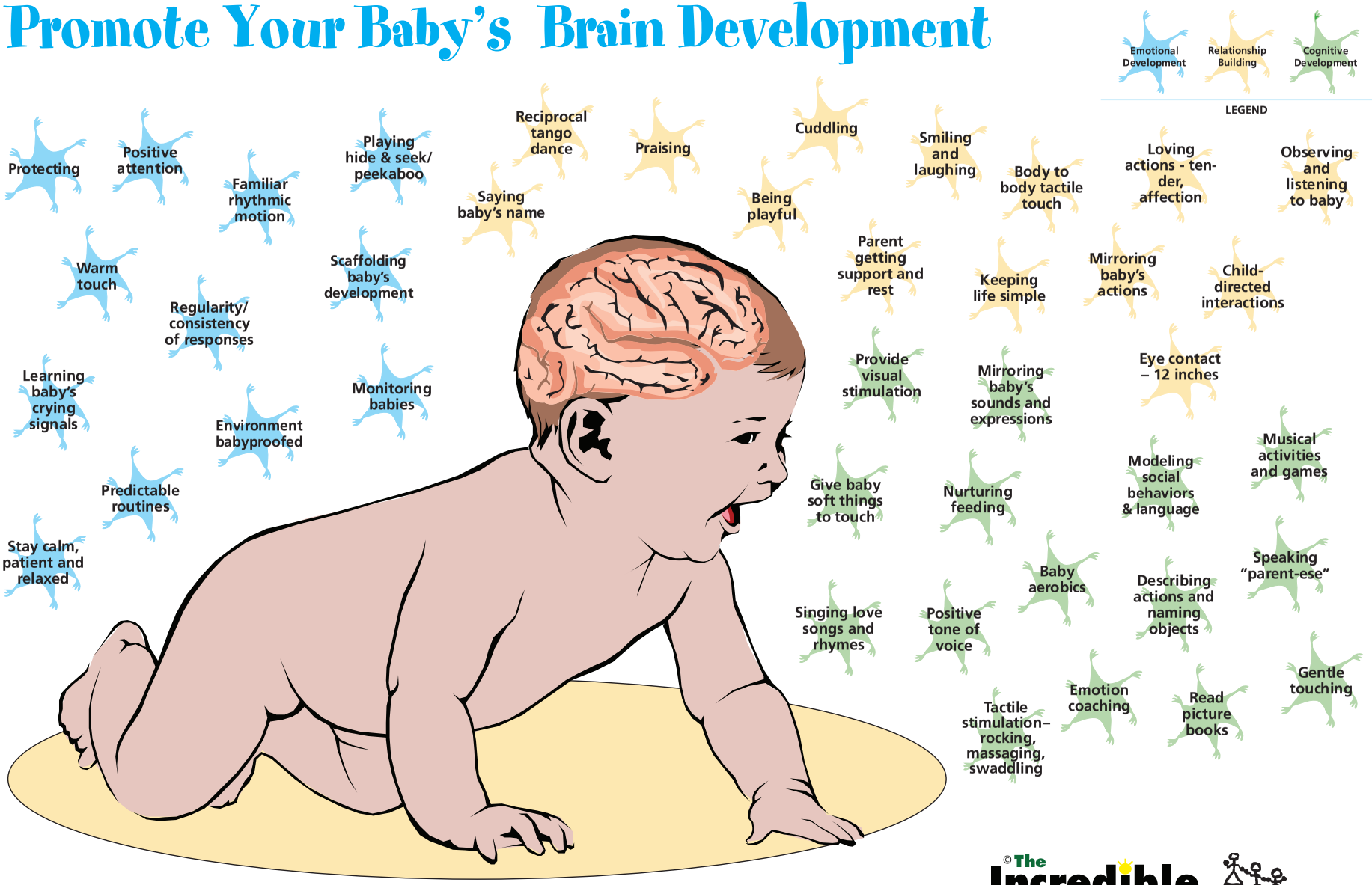
The baby poster can be used in every parent group session as a way to highlight how influential parents are in sculpting and scaffolding babies' immature brains and strengthening important neuron connections in the first year of life. Parents will learn that their responsive, consistent, nurturing and predictable interactions are helping to create a strong brain foundation and are as important to a child's development as feeding or changing a child's diaper. Without these repetitive and loving parenting approaches in response to their baby's subtle cues, research has shown that babies won't grow, gain weight, or achieve normal physical and emotional developmental milestones. These crucial early life experiences with parents are laying down baby brain pathways that form the basis for later maturation of healthy social, emotional and language development. In the book *Incredible Babies* (that is given to the parents receiving this program), neuron images are spread throughout all the chapters to emphasize this idea.

DEFINITIONS: A neuron is an electrically excitable cell that processes and transmits information through electrical and chemical signals. The signals connect from one neuron to another via synapses. There are sensory neurons which respond to touch, sound, light and other stimuli which then send signals to the brain. There are also motor neurons that receive signals from the brain and cause muscle contractions.

Since babies have over 10 billion neurons at birth, each of which can make 100,000 connections, parents play an important role in strengthening the most important connections that will last over time.

Please note: This poster may eventually be replaced with a poster that has all the neurons printed on it. In this case you may also cover the neurons with sticky notes and take them off as the parents discover the key principles.

Promote Your Baby's Brain Development



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Parents, teachers, and children training series

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Name: _____

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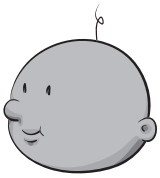
Self-Monitoring Checklist for Parents

Parents and Babies Program (0–9 months)



Please fill out this checklist each week indicating your personal goals for what you would like to achieve. The following week check if you have achieved your personal goals and make your new goals for the week.

Sessions 1 & 2: Introductions, Goals, Getting to Know Your Baby

My goal for the coming week:

	Goals I met
____ Review Coping With Crying handouts.	
____ Start baby journal & complete "Things I Can Do" handout.	_____
____ Complete Typical Day Sheet.	_____
____ Review my goals for myself and my baby.	_____
____ Read Chapter 1 of "Incredible Babies"	_____

Session 3: Babies as Intelligent learners

My goal for the coming week:

	Goals I met
____ Review handouts on speaking parent-ese & developmental milestones.	_____
____ Practice speaking parent-ese during the day.	_____
____ Singing to my baby.	_____
____ Complete "Things I Can Do" handout.	_____
____ Complete Baby Journal	_____
____ Read Chapter 2 of "Incredible Babies"	_____

Session 4: Providing Physical, Tactile and Visual Stimulation

My goal for the coming week:

	Goals I met
____ Review handouts on stimulating babies' brain and reading to babies.	_____
____ Do some baby exercises.	_____
____ Make buddy call.	_____
____ Complete "Things I can do" Checklist	_____
____ Complete Baby Journal	_____
____ Read Chapter 3 of "Incredible Babies"	_____

Session 5: Providing Physical, Tactile and Visual Stimulation, cont'd.

My goal for the coming week:

	Goals I met
____ Review handouts.	_____
____ Read to my baby.	_____
____ Do some baby exercises.	_____
____ Make buddy call.	_____
____ Review Chapter 3 of "Incredible Babies"	_____

Session 6: Parents Learning to Read Babies' Minds

My goal for the coming week:

	Goals I met
____ Review handouts about sleep habits.	_____
____ Write out bedtime routine and daily schedule.	_____
____ Do temperament questionnaire.	_____
____ Make buddy call	_____
____ Read Chapter 4 of "Incredible Babies"	_____

____ Doing something special for myself will include:

Session 7: Gaining Support

My goal for the coming week:

	Goals I met
____ Identify a support person who can help.	_____
____ Complete baby-proofing safety checklist.	_____
____ Update "Things I Can Do" checklist.	_____
____ Make buddy call	_____
____ Read Chapter 5 of "Incredible Babies"	_____
____ Doing something special for myself will include:	

Session 8: Babies Emerging Sense of Self (6–12 months)

My goal for the coming week:

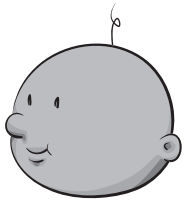
	Goals I met
____ Read handouts feeding and solid foods.	_____
____ Play peek-a-boo.	_____
____ Make buddy call	_____
____ Read Chapter 6 of "Incredible Babies"	_____
____ Special times this week will include:	

Session 9: Babies Emerging Sense of Self, Continued

My goal for the coming week:

	Goals I met
____ Read handouts.	_____
____ Complete baby safety-proofing.	_____
____ Make mealtimes fun.	_____
____ Set up follow-up meeting with parent support group person.	_____
____ Make buddy call.	_____
____ Review Chapter 6 of "Incredible Babies"	_____

Incredible Years® Parent Program
Parent Weekly Evaluation



Name _____Session _____ Date _____

I found the content of this session was:

not helpful neutral helpful very helpful

I feel the video examples were:

not helpful neutral helpful very helpful

I feel the group leader's teaching and leadership skill was:

not helpful neutral helpful very helpful

I found the group discussion and interaction to be:

not helpful neutral helpful very helpful

The use of role play/practices was:

not helpful neutral helpful very helpful

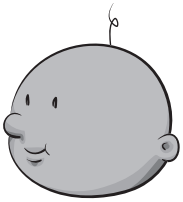
I found the practices with our babies to be::

not helpful neutral helpful very helpful

Additional comments:

(continue on back)

Incredible Years®
Parent Program Satisfaction Questionnaire
Babies Program



(Hand out at end of the program)

Participant's Name _____ Date_____

The following questionnaire is part of our evaluation of the Incredible Years parenting program that you have received. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

A. The Overall Program

Please circle the response that best expresses how you honestly feel at this point.

1. The bonding that I feel with my baby since I took this program is

considerably worse	worse	slightly worse	the same	slightly improved	improved	greatly improved

2. My baby's bonding with me since I started this program is

considerably worse	worse	slightly worse	the same	slightly improved	improved	greatly improved

3. My feelings about my baby's social, emotional and physical developmental progress are that I am

very dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	greatly satisfied

4. To what degree has the Incredible Years parenting program helped with other personal or family problems not directly related to your baby (for example, your feelings of support in general)?

hindered much more than helped	hindered	hindered slightly	neither helped nor hindered	helped slightly	helped	helped very much

5. My expectation for good results from the Incredible Years baby program is

very pessimistic	pessimistic	slightly pessimistic	neutral	slightly optimistic	optimistic	very optimistic

6. I feel that the approaches used to enhance my baby's development and language in this program are

very inappropriate	inappropriate	slightly inappropriate	neutral	slightly appropriate	appropriate	greatly appropriate

7. Would you recommend the Incredible Years program to a friend or relative with a baby?

strongly not recommend	not recommend	slightly not recommend	neutral	slightly recommend	recommend	strongly recommend

8. How confident are you in parenting your baby at this time?

very unconfident	unconfident	slightly unconfident	neutral	slightly confident	confident	very confident

9. How confident are you in your ability to provide physical, tactile and visual stimulation at this time?

very unconfident	unconfident	slightly unconfident	neutral	slightly confident	confident	very confident

10. My overall feeling about achieving my goals in this program for my baby are

very negative	negative	slightly negative	neutral	slightly positive	positive	very positive

B. Incredible Years Teaching Format/Methods

Usefulness

In this section, we would like you to indicate how useful each of the following types of methods used to deliver this program is for you *now*. Please circle the response that most clearly describes your opinion.

1. Content of information presented was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

2. Demonstration of parenting skills through the use of video vignettes was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

3. Group discussion, sharing and support from other parents during this program was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

4. Use of practice with my baby during group sessions was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

5. I found the "buddy calls" to be

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

6. The "baby-proof safety checklist" and "things I can do" journal was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

7. Practicing things I learned at home with my baby was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

8. Weekly handouts (e.g., Points to Remember) were

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

9. Phone calls from the group leaders were

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

C. Specific Parenting Techniques/Topics

Usefulness

In this section, we would like you to indicate how useful each of the following topics and techniques is in improving your interactions with your baby. Please circle the response that most accurately describes the usefulness of the content or techniques.

1. Information about baby's development and developmental milestones

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

2. Providing Physical, Tactile and Visual Stimulation (e.g., baby massage, games, exercises)

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

3. Promoting Baby Language and Brain Development (e.g, speaking "parent-ese")

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful

4. Baby-Directed Play Interactions (e.g., reading babies' cues and following your baby's lead)

extremely useless | slightly useless | neutral | somewhat useful | useful | extremely useful

5. Descriptive Commenting (e.g., putting your baby's feelings and actions into words)

extremely useless | slightly useless | neutral | somewhat useful | useful | extremely useful

6. Helping Babies Feel Loved, Safe and Secure

extremely useless | slightly useless | neutral | somewhat useful | useful | extremely useful

7. Singing to Babies

extremely useless | slightly useless | neutral | somewhat useful | useful | extremely useful

8. Flexibility in Routines and Transition to Predictable Daily Schedules

extremely useless | slightly useless | neutral | somewhat useful | useful | extremely useful

9. Gaining Support and Importance of Parental Self-Care

extremely useless | slightly useless | neutral | somewhat useful | useful | extremely useful

10. Knowing How to Respond to a Baby's Crying & Strategies for Staying Calm

extremely useless | slightly useless | neutral | somewhat useful | useful | extremely useful

11. Introducing Books to Babies

extremely useless | slightly useless | neutral | somewhat useful | useful | extremely useful

12. Assuring a Baby-proofed Home

extremely useless | slightly useless | neutral | somewhat useful | useful | extremely useful

13. This Overall Group of Techniques

extremely useless | slightly useless | neutral | somewhat useful | useful | extremely useful

D. Evaluation of Incredible Years Parent Group Leader(s)

In this section we would like you to express your opinions about your group leader(s). Please circle the response to each question that best describes how you feel.

Group Leader #1_____

(name)

1. I feel that the group leader's teaching and facilitation of group discussions was

very poor | poor | below average | average | above average | superior | excellent

2. The group leader's preparation was

very poor | poor | below average | average | above average | superior | excellent

3. Concerning the group leader's interest and concern in me and my baby, I was

very dissatisfied | dissatisfied | slightly dissatisfied | average | slightly satisfied | satisfied | extremely satisfied

4. At this point, I feel that the group leader in the program was

extremely unhelpful | unhelpful | slightly unhelpful | neutral | slightly helpful | helpful | extremely helpful

If more than one group leader was involved in your program, please fill in the following. (Go to Section E if only one leader was involved.)

Group Leader #2_____

(name)

1. I feel that the group leader's teaching and facilitation of group discussion was

very poor | poor | below average | average | above average | superior | excellent

2. The group leader's preparation was

very poor | poor | below average | average | above average | superior | excellent

3. Concerning the group leader's interest and concern in me and my baby, I was

very dissatisfied | dissatisfied | slightly dissatisfied | average | slightly satisfied | satisfied | extremely satisfied

4. At this point, I feel that the group leader in the program was

extremely unhelpful | unhelpful | slightly unhelpful | neutral | slightly helpful | helpful | extremely helpful

E. Overall Program Evaluation

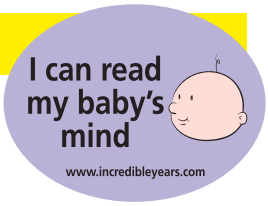
1. What part of the program was most helpful to you?

2. What did you like most about the program?

3. What did you like least about the program?

4. How could the program have been improved to help you more?

Incredible Babies: Coaching Summary



Summary of Session

Principles

Goals and Activities

What we've accomplished!

Parent Goals Addressed

Getting to Know Your Baby

Developing a Support Team

Attending to Self-Care & Getting Enough Rest

Calming Babies & Coping with Crying

Baby-Led Feeding

Baby Sleep Routine

Speaking "Parent-ese" & Singing

"Things I Can Do" Handout Review

Physical, Tactile & Visual Stimulation

Reading to Baby

Baby Massage & Exercise

Reciprocal Play Interations

Temperment Ques-

The Incredible Years

www.incredibleyears.com

Home Activities for the Week

To Do:

To Read:

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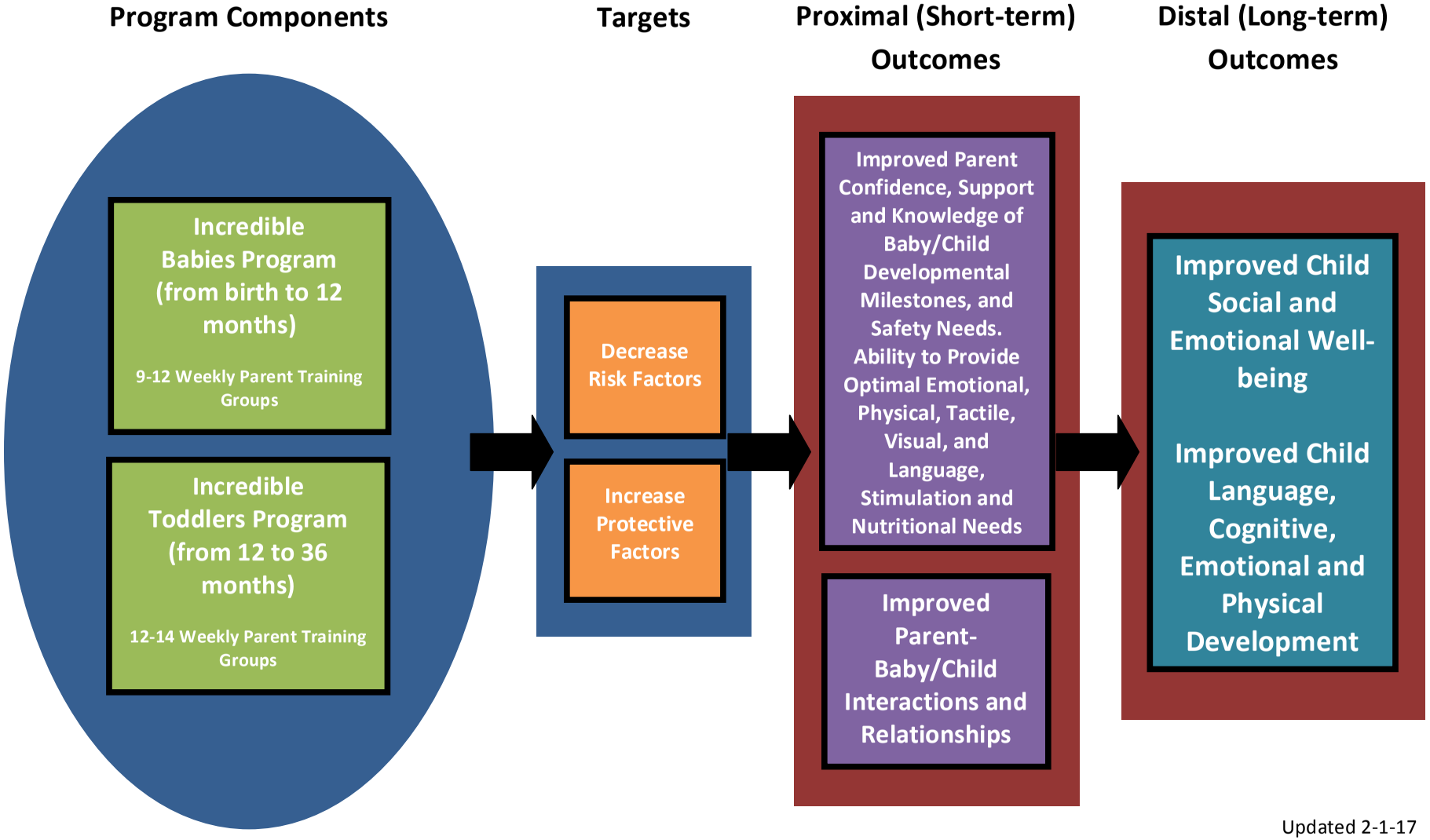
The Incredible Years® Babies and Toddlers Programs

Programmes developed by Carolyn Webster-Stratton, Ph.D., M.S.N., M.P.H., Professor Emeritus University of Washington.

The Incredible Years® Parents, teachers, and children training series

Logic Model created by the E-SEE Study process evaluation team and Prof Carolyn Webster-Stratton

See website: www.incredibleyears.com/about/incredible-years-series/series-goals/



Updated 2-1-17

The Incredible Years® Babies Program

Program developed by Carolyn Webster-Stratton, Ph.D., M.S.N., M.P.H., Professor Emeritus University of Washington.

The Incredible Years® Parents, teachers, and children training series

Program Description and Goals

Program Modalities

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

Targeted Risk and Protective Factors

Malleable risk factors are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

Proximal (Short-term) Outcomes

Targeted outcomes that the program is hypthesised to impact *immediately following* program completion.

Distal (Long-term) Outcomes

Outcomes that the program is hypothesised to impact at long term follow-up.

Training

Facilitators attend 3-day training

Frequency and Duration (Dose)

9-12 weekly 2-hour sessions delivered to groups of 6-10 parents of babies – beginning at one to six months of age

Goals

To enhance:

Positive, responsive, confident parent-baby interactions

Secure attachment with children

Optimal growth and development

- IY collaborative process and principles
- Goal Setting and Self-Monitoring
- Narrative commentary, social and emotional coaching
- Video Modelling (mediated)
- Role Play and Behavioral Practice with baby in session
- Group Support, Discussion and Problem Solving
- Take home Practice and Reading Assignments

Risk Factors

- Ineffective, neglectful and harsh parenting skills
- Low sensitivity and responsiveness
- Lack of appropriate physical, tactile, visual and language stimulation for baby
- Numerous stressors (negative life events, socio-economic disadvantage, marital conflict and social isolation)
- Child biological factors (e.g. developmental language delays)

Protective Factors

- Positive, nurturing, and developmentally appropriate parenting skills
- Parent support for child social, emotional, physical and language development
- Parent support networks
- Parent effective communication skills, anger management, and problem solving
- Safe home environment

Improved Parenting

- Increased positive interactions and positive attachment with child (e.g. nurturing, responsive, with appropriate physical, tactile, visual and positive language interactions)
- Increased monitoring of children, flexible routines and safety proofing
- Reductions in parental stress, depression and anger
- Increased parent confidence
- Increased parent support systems
- Increased positive family communication and problem solving

Improved child emotions/ behavior at home

- Enhanced emotional self-regulation (reduced crying/fussiness)
- Developing sense of self: greater exploration and discovery
- Increased language, cognitive and social development, and responsiveness to parent
- Reduced separation anxiety

Improved Physical, Social, Emotional, Language and Cognitive Development

- Secure attachment
- Language and cognitive development
- Social competence
- Decreased Attachment Disorder

©The Incredible Years®

The Incredible Years®Toddlers Programme

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The Incredible Years Parents, teachers, and children training series

Programme Description and Goals

Programme Modalities

Specific strategies, methods, and techniques are used to accomplish the programme goals.

Targeted Risk and Protective Factors

Risk factors are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

Proximal (Short-term) Outcomes

Targeted outcomes that the programme is hypthesised to impact *immediately following* programme completion.

Distal (Long-term) Outcomes

Outcomes that the programme is hypothesised to impact at long term follow-up.

Training

Facilitators attend 3-day training

Frequency and Duration (Dose)

12-14 weekly 2-hour sessions, delivered to groups of 6-10 parents of toddlers aged 12-36 months

Goals

To enhance:

Positive, responsive, confident parenting interactions

Secure attachment with children

Proactive discipline

Optimal growth and development

- IY collaborative process and principles
- Goal Setting and Self-Monitoring
- Narrative commentary, social and emotional coaching
- Video Modelling (mediated)
- Role Play and Behavioural Practice
- Group Support, Discussion and Problem Solving
- Take home Practice and Reading Assignments

Risk Factors

- Ineffective, neglectful and harsh parenting skills
- Low safety monitoring
- Lack of appropriate physical, tactile, visual and language stimulation
- Poor attachment
- Numerous stressors (negative life events, socio-economic disadvantage, marital conflict isolation)
- Child biological factors (e.g. hyperactivity)

Protective Factors

- Positive, nurturing, confident, and developmentally appropriate parenting skills
- Parent support for child behavioural, social, emotional, cognitive, physical and language development
- Parent support networks
- Parent effective communication skills, anger management, and problem solving

Improved Parenting

- Increased positive interactions and positive attachment with child (e.g. nurturing, responsive, with appropriate physical, tactile, visual and positive language interctions)
- Increased predictable routines for separations and reunions, effective limit-setting and clear rules (e.g. limited TV and no hitting), replacing spanking and harsh discipline with non-violent, proactive discipline methods (e.g. distractions, redirections, ignoring)
- Increased monitoring of children, predictable home bedtime and mealtime routines, and safety proofing
- Reductions in parental stress, depression and anger
- Increased parent confidence
- Increased parent support systems
- Increased positive family communication, support, and problem solving

Improved child behaviour at home or at nursery/playgroup

- Reduced behaviour problems in child-parent and peer interactions
- Increased emotional literacy, and social skills
- Reduced separation anxiety
- Increased social and emotional competence with other children

Improved Social, Emotional and Language Development

- Reduced child behaviour problems
- Improved compliance with parent requests
- Improved prosocial behaviour/social competence
- Improved language and cognitive development and social skills with peers
- Improved school readiness

Table 1: Content and Objectives of the Incredible Years® Parents and Babies Program

Content	Objectives	Content	Objectives
Babies Program: 0—12 Months			
Part 1: Getting to Know Your Baby (0—3 months)	• Learning how to observe and read babies' cues and signals • Understanding how to cope with babies' crying and fussy periods • Learning about feeding and burping • Understanding the importance of communication with babies • Learning about babies' fevers and recognizing when to call the doctor • Providing babies with visual, auditory and physical stimulation • Learning about soft spots, baby acne, sleep habits, spitting, normal bowel movements and diapering • Learning how to baby-proof a home • Learning about babies' developmental milestones in the first 3 months • Understanding the importance of getting rest and support and shifting priorities	**Part 2: Babies as Intelligent Learners (3—6 months)**	• Understanding "observational learning" or, mirroring and how babies learn • Learning about how to talk "parent-ese" to babies • Learning songs to sing to babies • Understanding the importance of parental communication for babies' brain development • Understanding normal developmental landmarks ages 3-6 months • Learning ways to keep babies safe
Part 3: Providing Physical, Tactile and Visual Stimulation	• Learning about ways to provide physical and tactile stimulation for babies' and its importance for brain development • Understanding the importance of visual and auditory stimulation • Modulating the amount of stimulation babies receive • Understanding the importance of reading to babies • Providing opportunities for babies to explore safely • Involving siblings and other family members in baby play times • Learning games to play with babies • Learning to keep babies safe during bath times and other activities	**Part 4: Parents Learning to Read Babies' Minds**	• Learning how to read babies' cues and developmental needs • Understanding how to respond to babies' crying and fussy periods • Strategies to set up predictable routines and bedtime rituals • Learning how to help babies feel secure and loved • Understanding how babies can be over or under stimulated • Learning strategies to help babies' calm down • Knowing how to get support • Being aware of baby's temperament and working to achieve a good temperament fit

Table 1 Continued: Content and Objectives of the Incredible Years® Parents and Babies Program			
Content	Objectives	Content	Objectives
Babies Program: 0—12 Months			
Part 5: Gaining Support	• Understanding the importance of finding time for oneself to renew energy for parenting • Understanding the importance of involving other family members and friends in baby's life • Learning how to get support from others • Knowing how to inform other infant care providers or baby sitters of baby's needs and interests • Knowing how to baby-proof house and review checklist • Learning developmental infant landmarks (6-12 months)	**Part 6: Babies Emerging Sense of Self (6—12 months)**	• Understanding how babies learn - "observational learning" and modeling • Learning how to provide predictable routines or schedules for babies • Learning how to introduce solid foods in child-directed ways • Learning about successful ways to wean babies when the time is right • Knowing how to allow for babies' exploration and discovery • Knowing how to talk to babies in ways that enhance language development • Understanding how to make enjoyment of baby a priority • Learning about visual and nonverbal communication signals • Understanding about babies' development of object and person permanence • Understanding how to baby-proof a home and completion of checklist

Table 2: Content and Objectives of the Incredible Years® Parents and Toddlers Program

Content	Objectives	Content	Objectives
Toddler Program: 1—3 Years			
Part 1: Child-Directed Play Promotes Positive Relationships	• Understanding the value of showing attention and appreciation as a way of increasing positive child behaviors • Understanding the importance of showing joy with toddlers through songs and games • Understanding how to promote imaginary and pretend play • Learning how to be child-directed and understanding its value for children • Learning how to end play successfully with toddlers • Learning about toddlers' developmental needs and milestones • Learning about the "modeling" principle • Balancing power between parents and children • Building children's self-esteem and creativity through child-directed play • Understanding the "attention rule"	**Part 2: Promoting Toddler's Language with Child-Directed Coaching**	• Understanding how to model and prompt language development • Learning how to coach preschool readiness skills • Learning about "descriptive commenting" and child-directed coaching • Learning about "persistence coaching" to build children's ability to be focused, calm and to persist with an activity • Learning about the "modeling principle" • Understanding how to promote pre-reading and pre-writing readiness skills • Appreciating normal differences in children's developmental abilities and temperament — completing temperament checklist
Part 3: Social and Emotion Coaching	• Understanding how to use emotion coaching to build children's emotional vocabulary and encourage their expression of feelings. • Understanding how to prompt social coaching to encourage children's social skills such as sharing, being respectful, waiting, asking, taking turns, etc. • Learning the "modeling principle"—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication • Understanding how to coach sibling and peer play using modeling, prompting and praise to encourage social skills • Understanding developmental stages of play • Learning how to apply coaching principles in other settings such as mealtimes, bath time, and grocery store trips	**Part 4: The Art of Praise and Encouragement**	• Labeling praise • "Give to get" principle—for adults and children • Attending to learning "process," not only end results • Modeling self-praise • Resistance to praise—the difficulties giving and accepting praise • Promoting positive self-talk • Using specific encouraging statements versus nonspecific • Gaining and giving support through praise • Avoiding praising only perfection • Recognizing social and self-regulation skills that need praise • Building children's self-esteem through praise and encouragement

Table 2 Continued: Content and Objectives of the Incredible Years® Parents and Toddlers Program			
Content	Objectives	Content	Objectives
Toddler Program: 1—3 Years			
Part 5: Spontaneous Incentives for Toddlers	• Shaping behaviors in the direction you want—"small steps" • Clearly identifying positive behavior • Rewards are a temporary measure leading to child's learning a new behavior • What will reinforce one child will not necessarily reinforce another • Value of unexpected and spontaneous rewards • Recognizing the "first-then" principle • Designing programs that are realistic and developmentally appropriate • Understanding how to set up programs for problems such as not dressing, non-compliance, picky eating, difficulty going to bed, toilet training and rough animal care • Importance of reinforcing oneself, teachers, and others	**Part 6: Handling Separations and Reunions**	• Establishing clear and predictable routines for separating from children • Establishing routines for greeting children after being away from them • Understanding object and person permanence • Providing adequate monitoring at all times • Understanding how peek-a-boo games help children • Understanding how predictable routines for bedtime and schedules help children feel secure and safe • Completing the toddler-proofing home safety checklist
Part 7: Positive Discipline—Effective Limit Setting	• Reduce number of commands to only necessary commands • Learning about the importance of distractions and redirections • Understanding the value of giving children some choice • Politeness principle and modeling respect • Clear and predictable household rules offer children safety and reduce misbehaviors • "Monitoring Principle": Understanding the importance of constant monitoring & supervision for toddlers • All children will test rules—don't take it personally • Commands should be clear, brief, respectful, and action oriented • "When-then" commands can be effective • Distractible children need warnings and reminders	**Part 8: Positive Discipline—Handling Misbehavior**	• Understanding how to use distractions and redirections coupled with ignore • Parents maintaining self-control using calm-down strategies and positive self-talk • Repeated learning trials—negative behavior is a signal child needs some new learning • Using the ignore technique consistently and appropriately for selected behaviors such as whining, tantrums • Knowing how to help toddlers practice calming down • Know how to handle children who hit or bite • Understanding the importance of parents finding support

Table 3: Content and Objectives of the Incredible Years® Preschool Basic Parent Training Program (Ages 3–6)

Content	Objectives	Content	Objectives
Strengthening Children's Social Skills, Emotional Regulation and School Readiness Skills (Program One)			
Part 1: Child-Directed Play Promotes Positive Relationships	• Recognizing children's capabilities and needs • Adjusting to children's temperament and activity level • Building children's self-esteem and self-concept • Learning about normal developmental milestones • Avoiding the criticism trap • Understanding the importance of adult attention to promote positive child behaviors - "Attention Principle" • Learning about child-directed play and understanding its importance for children	**Part 2: Academic and Persistence Coaching**	• Learning how "Descriptive Commenting" promotes children's language skills and builds children's self-confidence and frustration tolerance • Learning how "Academic Coaching" increases children's school readiness • Using "Persistence Coaching" to strengthen children's ability to be focused, calm and persist with an activity • Learning how to coach preschool reading skills • Understanding the "Modeling Principle"—by parents avoiding the use of critical statements and demands and substituting positive polite language, children model and learn more positive communication and to be respectful • Understanding children's developmental drive for independence
Part 3: Social and Emotion Coaching	• Using emotion coaching to promote children's emotional literacy • Combining persistence coaching with emotion coaching to strengthen child's self-regulation skills • Learning how to prompt and model emotion language • Understanding how social coaching, one-on-one, builds child's social skills (e.g., sharing, taking turns) • Knowing how to engage in fantasy play to promote social skills and perspective taking • Understanding how to coach sibling and peer play using modeling, prompting, and praise to encourage social skills • Understanding developmental stages of play • Learning how to apply coaching principles in other settings (e.g., meal times, grocery store trips, bath times, etc.,)		

Table 3 Continued (3–6 years)

Content	Objectives	Content	Objectives
Using Praise and Incentives to Encourage Cooperative Behavior (Program Two)			
Part 1: The Art of Effective Praise & Encouragement	• Labeling praise • "Give to Get" principle—for adults and children • Modeling self-praise • Understanding resistance to praise—the difficulties of self and others to accept praise • Promoting positive self-talk • Using specific encouraging statements versus nonspecific • Gaining and giving support through praise • Avoiding praising only perfection • Recognizing social and self-regulation behaviors that need praise • Building children's self-esteem through praise and encouragement • Understanding "Proximal Praise" and "Differential Attention"	**Part 2: Motivating Children Through Incentives**	• Understanding value of spontaneous rewards & celebrations • Understanding the difference between rewards and bribes • Recognizing when to use the "first-then" principle • Understanding how to "shape" behaviors • Providing ways to set up sticker and chart systems with children • Understanding how to develop incentive programs that are developmentally appropriate • Understanding ways to use tangible rewards for problems such as dawdling, not dressing, noncompliance, fighting with siblings, picky eating, messy rooms, not going to bed, and toilet training issues • Importance of reinforcing/refueling oneself and others
Positive Discipline– Rules, Routines and Effective Limit Setting (Program Three)			
Part 1: Establishing Routines and Household Rules	• Understanding the importance of routines and predictable schedules for children • Understanding how clear and predictable household rules offer children safety and reduce misbehaviors • Establishing clear and predictable routines for separating from children and greeting them, going to bed and morning routines • Learning how to start children learning about family responsibilities • Helping children learn family household rules	**Part 2: Effective Limit Setting**	• Identifying important household rules • Understanding ways to give more effective commands • Avoiding unnecessary commands • Avoiding unclear, vague and negative commands • Providing children with positive alternatives/choices • Understanding when to use the "when-then" command • Recognizing the importance of warnings, reminders and redirection • When possible, give children transition time • "Politeness Principle" • Praise children's compliance to commands

Table 3 Continued (3–6 years)			
Content	Objectives	Content	Objectives
Positive Discipline–Handling Misbehavior (Program Four)			
Part 1: Follow Through With Limits	• Understanding the importance of distractions coupled with ignore • Understanding the importance of consistency and follow through by parents • Maintaining self-control and use calm down strategies • Understanding that testing is normal behavior • Using ignore technique consistently and avoid arguing about limits	**Part 2: Ignoring Children's Inappropriate Behaviors**	• Understanding how to effectively ignore • Understanding concept of "Selective Attention" and "Attention Principle" • Learning about repeated learning trials—negative behavior is a sign child needs some new learning opportunities • Identifying appropriate behavior to ignore • Keep filling up child's bank account with play, coaching, praise and incentives • Practicing self-control and calm down strategies
Part 3: Time Out to Calm Down	• Learning how to teach children calm down strategies • Explaining Time Out to a preschool-age child • Using Time Out respectfully and selectively for destructive behavior or severely oppositional children • Following through when a child resists Time Out • Learning how to help victim of aggressive act • Continuing to strengthen prosocial behaviors (positive opposite) • Practicing positive self-talk and anger management strategies	**Part 4: Natural and Logical Consequences**	• Learning about developmentally appropriate natural and logical consequences • Understanding the importance of brief, immediate consequences • Understanding the importance of new learning trials • Avoiding power struggles that reinforce misbehavior
Part 5: Teaching Children to Problem Solve and Self-Regulate	• Understanding how games and stories can be used to help children learn beginning problem-solving skills • Appreciating the developmental nature of each child's ability to problem solve • Strengthening a child's beginning empathy skills or ability to understand a problem from another person's point of view • Recognizing why aggressive and shy children need to learn these skills • Learning how to help children think about the emotional and behavioral consequences to proposed solutions • Understanding the importance of validating children's feelings • Learning to model problem solving for children		