The Incredible Years Parent Programs

Program developed by Carolyn Webster-Stratton, Professor and Director of the Parenting Clinic at the University of Washington.



Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University and Carolyn Webster-Stratton, Professor, University of Washington

Program
Components
& Goals

Component:

IY BASIC
Parent Program
(Toddler, Preschool
and School Age
versions)

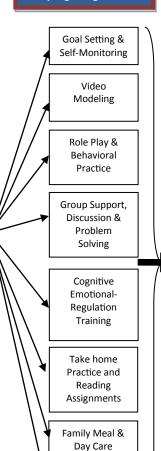
Goal: Enhance positive parenting interactions, coaching & attachment with children and proactive discipline.

Component: IY ADVANCE Parent Program

Goal: Enhance effective family communication, anger and depression management, problem solving, support networks & partnerships with

Program Modalities

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



Parent-Teacher Collaboration

Targeted Risk and Protective Factors

Risk Factors:

Parent, Child and Family:

- -Parent personal/interpersona problems
- -Ineffective parenting skills
- -Low monitoring
- -Numerous stressors (negative life events, socio-economic
- disadvantage, and isolation)
- -Low parent involvement with schools/teachers
- -Child biological factors (developmental delays, ADHD cognitive, language)

Protective Factors:

Parent:

- Positive, nurturing, developmentally appropriate parenting skills
- -Parent support for child social, emotional and academic development
- -Parent support network
- -Parent partnerships with teachers/schools
- -Parent effective communication skills, anger management, problem solving

Proximal (Short-term) Outcomes

Targeted outcomes that the program has been shown in research to impact immediately and 1-3 years following program completion.

Improved Parenting and Interpersonal Skills:

- -Increased parent positive interactions with child (e.g. nurturing, praise, coaching, and attachment) -Increased effective parental limit-setting, replacing spanking and harsh discipline with non-violent, proactive discipline
- -Increased monitoring of children, predictable routines & safety proofing households
- -Reductions in parental depression & anger
- -Increased parent support systems
- -Increased positive family
- communication & problem solving & collaboration with teachers

Improved child behavior at home:

- -Reduced behavior problems in child interactions with parents
- Increases in emotional regulation, social competence, problem solving and compliance with parents

Improved child behavior at school:

- -Increased social and emotional competence with peers in classroom
- -increased problem solving-reduced behavior problems
- -increased academic readiness, affect, social competence and compliance

Distal (Long-term) Outcomes

Outcomes that the program is designed to impact at long term follow-up during adolescence. One 10-year follow-up study is available.

Reduced Youth Antisocial Behavior:

- -Less aggressive, destructive behavior & conduct disorders
- -Less depression
- -Less use of drug and alcohol use
- -Less likely to drop out of school
- -Less criminal activity
- -Less pregnancy