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# The Incredible Years Preschool and School Age BASIC Parent Series

FY 2015-2016

North Carolina Outcomes Evaluation

Prepared for Prevent Child Abuse North Carolina

**October 2016**

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# The Incredible Years Preschool and School Age BASIC Parent Series

## FY 2015-2016 North Carolina Outcomes Evaluation

### Introduction

#### The Incredible Years BASIC Parent Program

The Incredible Years (IY) BASIC Parent Program is an evidence-based parent training program focused on the healthy development of young children by strengthening parenting competencies and promoting effective strategies for managing children's challenging behaviors. There are four curricula of the Parent Program grouped according to children's ages starting in infancy. The two curricula being implemented in local communities across the state and supported by Prevent Child Abuse North Carolina are:

- Preschool BASIC Series (for parents of children ages 3-6 years)
- School Age BASIC Series (for parents of children ages 6-12 years)

#### Preschool BASIC Series (for parents of children ages 3-6 years)

The Preschool BASIC Series focuses on strengthening parenting skills and consists of components which build upon one another. The series includes:

1. Strengthening Children's Social Skills, Emotional Regulation and School Readiness Skills
2. Using Praise and Incentives to Encourage Cooperative Behavior
3. Positive Discipline-Rules, Routines and Effective Limit Setting
4. Positive Discipline-Handling Misbehavior

#### School Age BASIC Series (for parents of children ages 6-12 years)

The School Age BASIC Series focuses on the importance of promoting positive behaviors, building social skills, and effective praise. The components of this series include:

1. Promoting Positive Behaviors in School Age Children
2. Reducing Inappropriate Behaviors in School Age Children
3. Supporting Your Child's Education

Lead by trained facilitators, parents and caregivers attend weekly group sessions for 14 to 16 weeks to practice skills that promote children's academic, social, and emotional development.

#### Program Goals

Parent Program goals include:

1. Increase positive and nurturing parenting
2. Reduce parents' use of criticism and harsh discipline
3. Increase parents' use of effective limit-setting
4. Improve parents' problem-solving skills, anger management, and communication skills

5. Increase family support networks and school involvement
6. Help parents and teachers work collaboratively to ensure consistency across settings
7. Reduce aggressive and disruptive behavior in children

### **Evidence-based**

Numerous evaluations of The Incredible Years BASIC Parent Program have been conducted over the course of more than 25 years, many involving randomized trials, providing evidence that clearly indicates that IY is an effective program for parents and has been shown to:

- Reduce aggressive and disruptive behavior in children
- Reduce conduct problems in children's interactions with parents
- Increase parents' positive affective response
- Decrease parents' use of harsh discipline, criticism, and negative commands
- Increase parents' use of effective limit-setting and non-violent discipline
- Reduce parental depression and increase parental self-confidence
- Increase positive family communication and problem-solving
- Increase parental involvement with teachers and classrooms

More information about research that has been conducted and implementation of The Incredible Years interventions worldwide can be found on their website at: <http://www.incredibleyears.com/research-library>.

### **Prevent Child Abuse North Carolina**

Prevent Child Abuse North Carolina (PCANC) is the only statewide organization dedicated to the prevention of child abuse and neglect. Through investment in innovative programs proven to prevent child maltreatment before it occurs, PCANC works with North Carolina's communities to help build safe, stable, nurturing, and healthy relationships for all children. PCANC provides training, technical assistance, and coaching to community organizations implementing family-strengthening programs, and works in partnership with state agencies and private organizations such as The North Carolina Partnership for Children, the North Carolina Division of Social Services, The Duke Endowment and North Carolina Division of Public Health to support implementation of evidence-based prevention programs.

### **PCANC Implementation Support Network**

In order for an evidence-based program to obtain similar results to those published, the program must be delivered with the highest degree of fidelity, meaning the program must be delivered consistently and as the developer intended. PCANC is dedicated to providing the infrastructure support for quality implementation of The Incredible Years BASIC Parent Program.

PCANC provides local communities and organizations with ongoing support in implementing The Incredible Years Preschool and School Age BASIC Parent Series curricula through coaching and consultation services to members of the PCANC Implementation Support Network. PCANC Implementation Support Specialists offer technical assistance, phone coaching, video clip reviews, and on-site coaching visits in support of facilitators' goals for improving practice and enhancing model fidelity. Additionally, PCANC hosts pre-service training for IY facilitators each year. These three-day training sessions are provided through the Incredible Years program developer's office by nationally certified trainers. Network members also have opportunities to connect with IY Network agencies across the state, have access to consultation sessions, and participate in statewide evaluation, including evaluation training and assistance with administration of pre- and post-tests of the Parent Practices Interview (PPI) and the Eyberg Child Behavior Inventory (ECBI), and submission of data for entry in agency and statewide reports.

## Scope of Evaluation

PCANC contracted with Harman & Associates, LLC, an independent education research consulting firm, to evaluate the 2015-2016 outcomes of The Incredible Years BASIC Parent Program in North Carolina. Outcomes were measured across the state using a self-reported, pre-test/post-test model for the following evaluation instruments :

- Parent Practices Interview (PPI), with subscales for Harsh Discipline, Inconsistent Discipline, Appropriate Discipline, Positive Parenting, and Clear Expectations
- Eyberg Child Behavior Inventory (ECBI), with subscales for Intensity (frequency of behavior) and Problem (the degree to which parents find the behavior problematic)

The 2015-2016 statewide evaluation includes data from 25 IY-Network member sites serving 36 of North Carolina's 100 counties. These sites conducted 79 program groups (series), serving 893 parents/caregivers, representing 730 families.

**Figure 1. Counties represented by IY-Network member sites**



<b>County</b>	<b>Organization</b>	<b>County</b>	<b>Organization</b>
Alamance	<i>Alamance Partnership for Children</i>	Johnston	<i>Partnership for Children of Johnston County</i>
Bertie	<i>Albemarle Alliance for Children and Families</i>	Mecklenburg	<i>Thompson Child &amp; Family Focus</i>
Bladen	<i>Bladen County Health Department</i>	Nash	<i>Down East Partnership for Children</i>
Brunswick	<i>Communities in Schools of Brunswick County</i>	Onslow	<i>PEERS Family Development Center, Onslow County Partnership for Children</i>
Buncombe	<i>FIRST</i>	Orange	<i>KidSCOpe</i>
Camden	<i>Albemarle Alliance for Children and Families</i>	Pasquotank	<i>Albemarle Alliance for Children and Families</i>
Catawba	<i>Catawba County Schools</i>	Robeson	<i>Southeastern Family Violence Center</i>
Chatham	<i>KidSCOpe</i>	Rockingham	<i>HELP, Incorporated: Center Against Violence</i>
Cherokee	<i>Family Resources of Cherokee County</i>	Stokes	<i>Children's Center of Surry</i>
Currituck	<i>Albemarle Alliance for Children and Families</i>	Surry	<i>Children's Center of Surry</i>
Davie	<i>Children's Center of Surry</i>	Transylvania	<i>The Family Place of Transylvania County</i>
Durham	<i>Communities in Schools of Durham, Welcome Baby Family Resource Center</i>	Tyrrell	<i>Tyrrell-Washington Partnership for Children</i>
Edgecombe	<i>Down East Partnership for Children</i>	Vance	<i>Vance County Cooperative Extension</i>
Franklin	<i>Vance County Cooperative Extension</i>	Washington	<i>Tyrrell-Washington Partnership for Children</i>
Gates	<i>Albemarle Alliance for Children and Families</i>	Watauga	<i>The Children's Council of Watauga County</i>
Granville	<i>Vance County Cooperative Extension</i>	Wayne	<i>Partnership for Children of Wayne County</i>
Guilford	<i>Fairview Family Resource Center/Family Service of the Piedmont</i>	Wilkes	<i>Children's Center of Surry</i>
Henderson	<i>Children &amp; Family Resource Center of Henderson County</i>	Yadkin	<i>Children's Center of Surry</i>

## Evaluation Design

### Methodology

#### Participant Base

The 2015-2016 Incredible Years BASIC Parent Program was delivered at 25 sites across North Carolina through funding by Smart Start, the North Carolina Division of Social Services (DSS), The Duke Endowment, North Carolina Division of Public Health and local funding sources with the target audience being families experiencing challenges with their children's behavior. Prospective participants were custodial parents and supportive adults who helped parent the identified child and voluntarily sought enrollment based on fliers and information shared in their community, such as doctors' offices, newspaper articles, postings in community settings, letters from school counselors, and mailings to a parent education listserv. Once the families made contact with the providing agency, the agency determined if a parent was a good match for the group, in some cases using a screening questionnaire. Considerations for participation included attendance commitment, willingness to complete home practice, ages of children in the home, and type of behavioral challenges that were of concern to the parent(s). Groups of 8 to 12 adults plus two trained IY group facilitators were considered optimal. Groups of fewer than six or more than 14 were discouraged.

Parent/caregiver participation in this outcomes evaluation was entirely voluntary. Group facilitators were provided a script to use as a guideline to explain the purpose of the evaluation and collected signed consent forms from those who agreed to participate. The consent form and the measurement tools described below were offered in both English and Spanish.

#### Measurement

Program outcomes were measured by a self-reported pre-test/post-test model using the instruments described below.

*Parent Practices Interview (PPI)* - The Parent Practices Interview (PPI) is a 72-item questionnaire adapted from the Oregon Social Learning Center's Discipline Questionnaire and revised for young children. It can be administered as an interview or a self-report questionnaire completed by the child's primary caregiver(s) and is composed of seven subscales—Harsh Discipline (14 items), Harsh for Age (9 items), Inconsistent Discipline (6 items), Appropriate Discipline (16 items), Positive Parenting (15 items), Clear Expectations (3 items), and Monitoring (9 items)—rated on a 7-point scale ranging from 1 (never) to 7 (always). It should be noted that although the PPI subscales were revised in 2006 to six subscales, North Carolina continues to use the 1998, 7-subscale format and associated scoring for comparison consistency year-to-year. Five subscales of interest for this report are: Harsh Discipline, Inconsistent Discipline, Appropriate Discipline, Positive Parenting, and Clear Expectations.

*Eyberg Child Behavior Inventory (ECBI)* - The Eyberg Child Behavior Inventory (ECBI) is a 36-item questionnaire from PAR, Inc. It can be administered as an interview or a self-report questionnaire completed by the child's primary caregiver(s) and is composed of two subscales used to assess children's behavior problems: Intensity Scale, which measures the frequency of each problem behavior and Problem Scale which reflects parents' tolerance of the behaviors and the distress caused. The ECBI is intended to assess both the type of behavior problems and the degree to which parents find them problematic.

Facilitators administered the PPI and the ECBI to voluntary participants both prior to the start of curriculum delivery (pre-test) and again at the completion of the curriculum (post-test). If more than one parent or caregiver from a single family attended the series, each completed the instruments independently but was asked to consider the same one child in their responses, as verified by the coded Child ID on each form.

The IY Data point-of-contact for each program delivery site was provided addressed, postage paid return labels to return the completed PPI and ECBI questionnaires directly to the evaluator, Harman & Associates, immediately upon completion of each pre/post test cycle. The participant demographics in this report include all program participants; however, the data analyses include only pre-test/post-test matched questionnaires.



## NC Statewide IY-Network Outcomes Report

### Snap Shot

For the period of July 2015 through June 2016, across 25 program sites, 79 IY series (groups) were conducted with a total enrollment of 893 parents/caregivers, representing 730 families. These series (groups) provided 667 sets of matched pre-test/post-test evaluation instruments for this report. Individual data sets met analysis criteria for one or more scales, but did not necessarily meet analysis criteria for every scale.

### Summary of Outcomes Results

#### HARSH DISCIPLINE ↓

75.0% (467) of participants reported a decrease in harsh discipline: statistically significant, large program effect

#### INCONSISTENT DISCIPLINE ↓

68.6% (423) of participants reported a decrease in inconsistent discipline: statistically significant, moderate program effect

#### APPROPRIATE DISCIPLINE ↑

68.9% (418) of participants reported an increase in appropriate discipline: statistically significant, moderate program effect

#### POSITIVE PARENTING ↑

78.2% (477) of participants reported an increase in positive parenting: statistically significant, large program effect

#### CLEAR EXPECTATIONS ↑

55.7% (346) of participants reported an increase in clear expectations: statistically significant, moderate program effect

#### INTENSITY OF PROBLEM BEHAVIORS ↓

71.9% (452) of participants reported a decrease in the intensity (frequency) of the child's problem behaviors: statistically significant, moderate program effect

#### BEHAVIORS ARE PROBLEMATIC ↓

70.0% (390) of participants reported a decrease in the degree to which the behaviors are problematic: statistically significant, large program effect

Figure 2. PPI Negative Parenting Behaviors

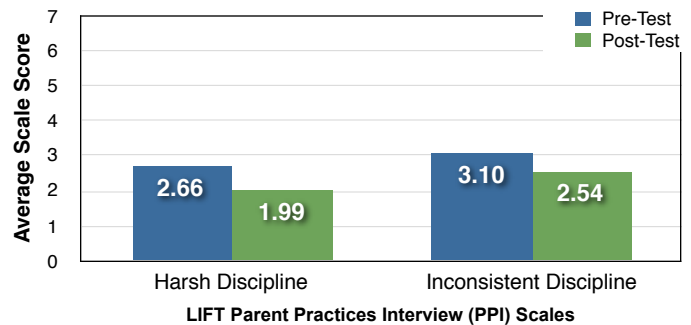


Figure 3. PPI Positive Parenting Behaviors

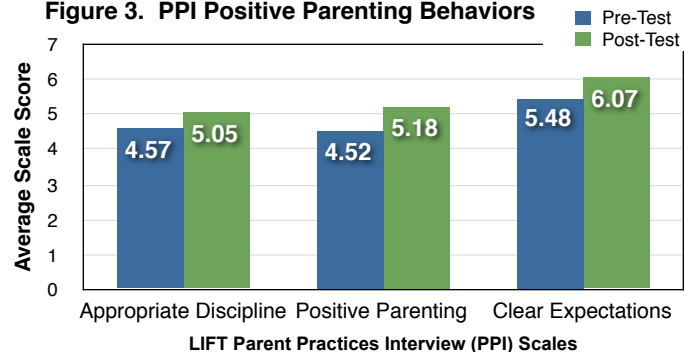
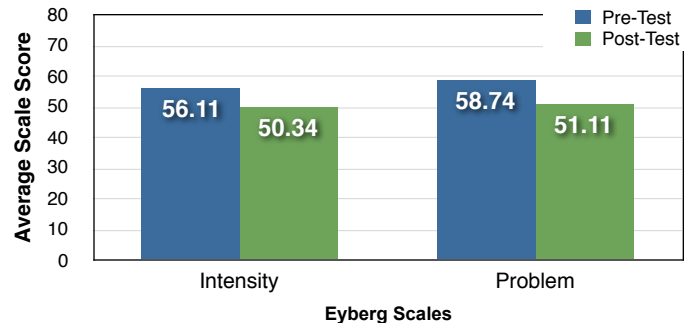


Figure 4. Eyberg Child Behavior Inventory (ECBI)



## NC Statewide Demographic Summary

**Table 1. Parent / Caregiver Demographics**

Status		Gender		Relationship to Child		Ethnicity		Race	
Not reported	13	Not reported	11	<b>Mother</b>	<b>594</b>	Not reported	126	Not reported	107
<b>Married / Partnered</b>	<b>502</b>	Male	196	Father	156	Hispanic / Latino	176	African American / Black	263
Single	291	<b>Female</b>	<b>686</b>	Other Relative	96	<b>Not Hispanic / Latino</b>	<b>591</b>	<b>White</b>	<b>467</b>
Separated	46			Other	47			American Indian / Alaska Native	10
Divorced	32							Native Hawaiian / Pacific Islander	0
Widowed	9							Asian	13
								Other	33

**Table 2. Family Demographics**

Annual Family income		Primary Language		Ages of All Children in the Household					
Not reported	36	Not reported	16	Under 1 year	102	7 years	92	14 years	24
< \$12,000	270	English	585	1 year	110	8 years	97	15 years	21
\$12,000-\$24,999	171	Spanish	119	2 years	155	9 years	72	16 years	19
\$25,000-\$44,999	132	Other	10	<b>3 years</b>	<b>227</b>	10 years	62	17 years	24
\$45,000-\$59,999	48			4 years	204	11 years	47	18 years	6
\$60,000-\$74,999	28			5 years	156	12 years	35	19 years	7
\$75,000 and >	45			6 years	131	13 years	39	20+ years	4

**Table 3. Target Child Demographics**

Gender		Ethnicity		Race		Age			
<b>Male</b>	<b>389</b>	<b>Not reported</b>	120	Not reported	84	Not reported	7	7 years	36
Female	341	Hispanic / Latino	170	African American / Black	223	Under 1 year	1	8 years	40
		Not Hispanic / Latino	<b>440</b>	<b>White</b>	<b>317</b>	1 year	12	9 years	24
				American Indian / Alaska Native	9	2 years	61	10 years	19
				Native Hawaiian / Pacific Islander	1	<b>3 years</b>	<b>177</b>	11 years	19
				Asian	7	4 years	160	12 years	11
				2 or more	89	5 years	90	13 years	2
						6 years	67	14+ years	4

**Participant Highlights:**

- Parent/Caregiver status: 56% Married/Partnered, 33% Single, 9% Separated/Divorced
- Parental relationship to child: 67% Mother, 17% Father, 11% Other Relative, 5% Other Non-Relative
- Primary language spoken at home: 80% English, 16% Spanish
- Target child gender: 53% male, 47% female
- Target child age: 68% ages 3 to 6 years

**Parent Practices Interview (PPI)**

The analyses of the changes reported by parents across each of the five subscales of the PPI used to evaluate the Incredible Years Program are presented below.

**Harsh Discipline Scale**

A total of 643 parents completed all 14 items included on the Harsh Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific harsh discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of harsh discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their use of harsh discipline practices with their children.

The average pre-program Harsh Discipline scale score for these 623 parents was 2.66; the average post-program scale score was 1.99. **This decrease in parents' reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ( $t_{(622)}=-17.457$ ,  $p<0.000$ ;  $d=-0.750$ ).

**Table 4. PPI Harsh Discipline Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's <i>d</i>)</b>
<b>Pre-program</b>	623	2.66	1.00648	-17.457	0.000	-0.750
<b>Post-program</b>	623	1.99	0.74269			

**Inconsistent Discipline Scale**

A total of 618 parents completed all 6 items included on the Inconsistent Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how inconsistent they were when addressing discipline issues with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate greater inconsistency by parents when addressing discipline issues with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their inconsistency in addressing discipline issues with their children.

The average pre-program Inconsistent Discipline scale score for these 618 parents was 3.10; the average post-program scale score was 2.54. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a moderate program effect** ( $t_{(617)}=-13.540$ ,  $p<0.000$ ;  $d=-0.595$ ).

**Table 5. PPI Inconsistent Discipline Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	618	3.10	1.00564	-13.540	0.000	-0.595
<b>Post-program</b>	618	2.54	0.87319			

**Appropriate Discipline Scale**

A total of 608 parents completed all 16 items included on the Appropriate Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific appropriate discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of appropriate discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the appropriate discipline practices they use with their children.

The average pre-program Appropriate Discipline scale score for these 608 parents was 4.57; the average post-program scale score was 5.05. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ( $t_{(607)}=11.179, p<0.000; d=0.468$ ).

**Table 6. PPI Appropriate Discipline Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	608	4.57	1.06406	11.179	0.000	0.468
<b>Post-program</b>	608	5.05	1.02696			

**Positive Parenting Scale**

A total of 611 parents completed all 15 items included on the Positive Parenting scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific positive discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of positive parenting practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the positive parenting practices they use with their children.

The average pre-program Positive Parenting scale score for these 611 parents was 4.52; the average post-program was 5.18. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ( $t_{(610)}=15.130, p<0.000; d=0.797$ ).

**Table 7. PPI Positive Parenting Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	611	4.52	0.77722	18.277	0.000	0.797
<b>Post-program</b>	611	5.18	0.71728			

**Clear Expectations Scale**

A total of 622 parents completed all 3 items included on the Clear Expectations scale of the PPI and were included in the analysis. For each of these 3 items parents were asked to rate how frequently they clearly communicated their expectations to their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate that parents more frequently communicate clear expectations to their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in the frequency with which they clearly communicate their expectations to their children.

The average pre-program Clear Expectations scale score for these 622 parents was 5.48; the average post-program scale score was 6.07. **This increase in parents’ reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ( $t_{(621)}=10.725, p<0.000; d=0.500$ ).

**Table 8. PPI Clear Expectations Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	622	5.48	1.33510	10.725	0.000	0.500
<b>Post-program</b>	622	6.07	1.00039			

**Eyberg Child Behavior Inventory (ECBI)**

The analyses of the changes reported by parents across each of the two subscales of the ECBI used to evaluate the Incredible Years Program are presented below.

**Intensity (Frequency) Scale**

A total of 629 parents completed 33 or more of the 36 items included on the Intensity scale of the ECBI and were included in the analysis. For each of these items parents were asked to rate how often the 36 problem behaviors currently occur with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). For the ECBI Intensity scale parents’ raw scores are converted to a T-score, which has a mean of 50 and a standard deviation of 10. ECBI Intensity scores of 60 or higher, i.e., one standard deviation or more above the mean, are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Intensity scale indicates severe conduct problems that should be further evaluated for potentially significant psychopathology. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the frequency with which their child displays these problem behaviors.

The average pre-program Intensity T-scale score for these 629 parents was 56.11; the average post-program T-scale score was 50.34. **This decrease in parents’ reported frequency of problem behaviors by their children is statistically significant and represents a moderate program effect** ( $t_{(628)}=-15.551, p<0.000; d=-0.545$ ).

**Table 9. ECBI Intensity Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	629	56.11	11.343	-15.551	0.000	-0.545
<b>Post-program</b>	629	50.34	9.794			

Out of these 629 parents, 243 (38.7%) had an Intensity scale T-score of 60 or higher at pre-program compared to 105 parents (16.7%) at post-program. This decrease in the number of parents with clinically significant Intensity Scale scores is statistically significant ( $\chi^2=112.795$ , d.f.=1,  $p<0.000$ ).

**Problem Scale**

A total of 558 parents completed 33 or more of the 36 items included on the Problem scale of the ECBI and were included in the analysis. For each of the 36 problem behaviors rated in the previous question parents were asked to indicate whether the behavior was a problem for them using a dichotomous Yes (1) or No (0) scale. For the ECBI Problem scale parents' raw scores are converted to a T-score and ECBI Problem scores of 60 or higher are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the problem behaviors of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the number of problem behaviors that are a problem for them.

The average pre-program Problem T-scale score for these 558 parents was 58.74; the average post-program T-scale score was 51.11. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a large program effect** ( $t_{(557)}=-15.701$ ,  $p<0.000$ ;  $d=-0.674$ ).

**Table 10. ECBI Problem Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	558	58.74	12.116	-15.701	0.000	-0.674
<b>Post-program</b>	558	51.11	10.469			

Out of these 558 parents, 261 (46.9%) had an Intensity scale T-score of 60 or higher at pre-program compared to 113 parents (20.3%) at post-program. This decrease in the number of parents with clinically significant Problem Scale scores is statistically significant ( $\chi^2=71.513$ , d.f.=1,  $p<0.000$ ).

**Summary**

Statistically significant improvements in parenting practices and child behavior were calculated across all evaluation scales. These outcomes are consistent with those reported in numerous evaluations of The Incredible Years BASIC Parent Program over the last 25 years and contribute further evidence to the effectiveness of the program.

Continued program effectiveness is dependent on fidelity of implementation and the program must continue to be delivered across all provider sites consistently and as the developer intended. Via its Implementation Support Network, Prevent Child Abuse North Carolina, in partnership with committed state and private funders, provides the ongoing implementation support necessary to ensure the continued quality of program delivery.

# Appendix A:

## FY 2015-2016 IY Funder Report

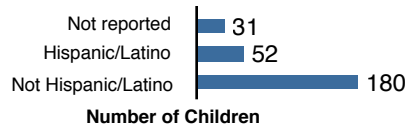
### Smart Start

#### Snap Shot

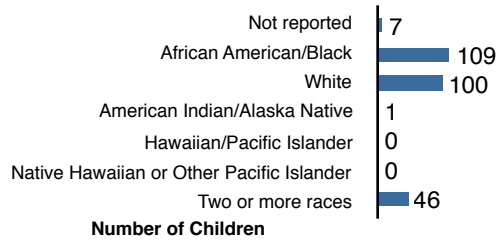
For the period of July 2015 through June 2016, across 8 program sites, 24 IY series (groups) were completed with a total enrollment of 325 parents/caregivers, representing 263 families. These series (groups) provided 217 sets of matched pre-test/post-test evaluation instruments for this report. Individual data sets met analysis criteria for one or more scales, but did not necessarily meet analysis criteria for every scale.

#### Summary of Key Demographics

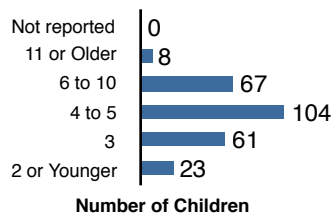
**Figure A1. Target Child Ethnicity**



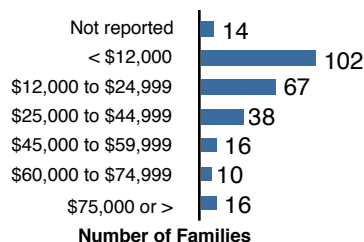
**Figure A2. Target Child Race**



**Figure A3. Target Child Age Group**

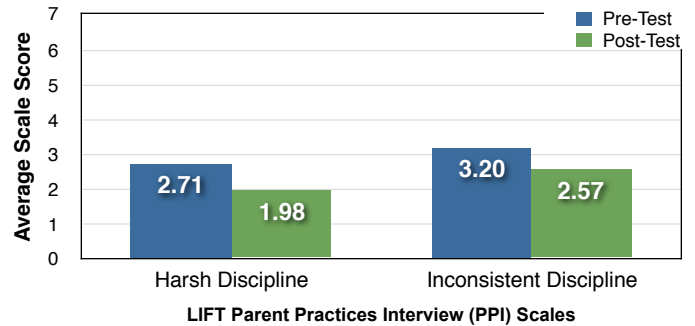


**Figure A4. Family Income**

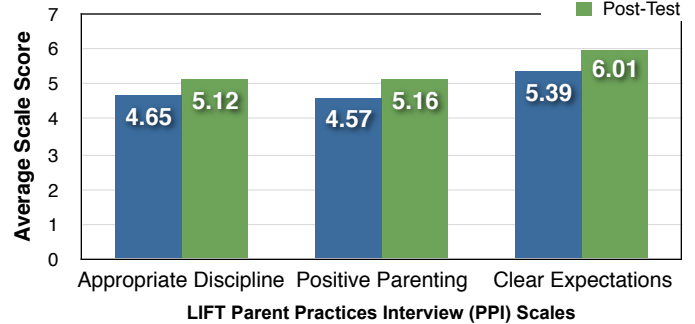


#### Summary of Outcomes Results

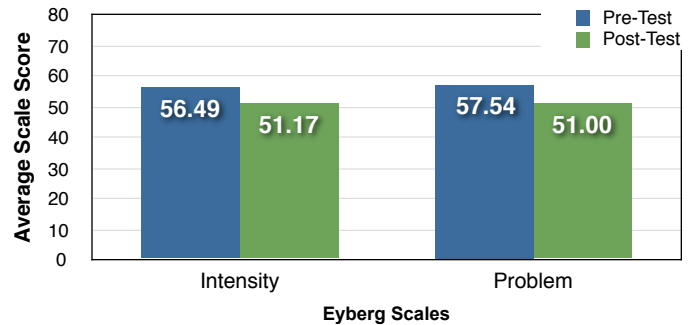
**Figure A5. PPI Negative Parenting Behaviors**



**Figure A6. PPI Positive Parenting Behaviors**



**Figure A7. Eyberg Child Behavior Inventory (ECBI)**



**Participant Highlights:**

- Parental relationship to child: 62% Mother, 18% Father, 8% Other Relative, 7% Other Non-Relative
- Primary language spoken at home: 86% English, 11% Spanish
- Target child gender: 57% male, 43% female
- Parent/Caregiver status: 51% Married/Partnered, 39% Single, 9% Separated/Divorced
- Target child age: 63% ages 3 to 5 years

**Parent Practices Interview (PPI)**

The analyses of the changes reported by parents across each of the five subscales of the PPI used to evaluate the Incredible Years Program are presented below.

**Harsh Discipline Scale**

A total of 213 parents completed all 14 items included on the Harsh Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific harsh discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of harsh discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their use of harsh discipline practices with their children.

The average pre-program Harsh Discipline scale score for these 213 parents was 2.71; the average post-program scale score was 1.98. **This decrease in parents' reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ( $t_{(212)}=-12.202$ ,  $p<0.000$ ;  $d=-0.843$ ).

**Table A1. PPI Harsh Discipline Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	213	2.71	0.99511	-12.202	0.000	-0.843
<b>Post-program</b>	213	1.98	0.70129			

**Inconsistent Discipline Scale**

A total of 205 parents completed all 6 items included on the Inconsistent Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how inconsistent they were when addressing discipline issues with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate greater inconsistency by parents when addressing discipline issues with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their inconsistency in addressing discipline issues with their children.

The average pre-program Inconsistent Discipline scale score for these 205 parents was 3.20; the average post-program scale score was 2.57. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a moderate program effect** ( $t_{(204)}=-8.690$ ,  $p<0.000$ ;  $d=-0.645$ ).



Table A2. PPI Inconsistent Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i> )
Pre-program	205	3.20	1.04220	-8.690	0.000	-0.645
Post-program	205	2.57	0.90800			

### Appropriate Discipline Scale

A total of 204 parents completed all 16 items included on the Appropriate Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific appropriate discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of appropriate discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the appropriate discipline practices they use with their children.

The average pre-program Appropriate Discipline scale score for these 204 parents was 4.65; the average post-program scale score was 5.12. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ( $t_{(203)}=6.369$ ,  $p<0.000$ ;  $d=0.451$ ).

Table A3. PPI Appropriate Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i> )
Pre-program	204	4.65	1.05196	6.369	0.000	0.451
Post-program	204	5.12	1.00154			

### Positive Parenting Scale

A total of 205 parents completed all 15 items included on the Positive Parenting scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific positive discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of positive parenting practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the positive parenting practices they use with their children.

The average pre-program Positive Parenting scale score for these 205 parents was 4.57; the average post-program was 5.16. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ( $t_{(204)}=10.492$ ,  $p<0.000$ ;  $d=0.719$ ).

Table A4. PPI Positive Parenting Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i> )
Pre-program	205	4.57	0.84312	10.492	0.000	0.719
Post-program	205	5.16	0.79857			

**Clear Expectations Scale**

A total of 205 parents completed all 3 items included on the Clear Expectations scale of the PPI and were included in the analysis. For each of these 3 items parents were asked to rate how frequently they clearly communicated their expectations to their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate that parents more frequently communicate clear expectations to their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in the frequency with which they clearly communicate their expectations to their children.

The average pre-program Clear Expectations scale score for these 205 parents was 5.39; the average post-program scale score was 6.01. **This increase in parents’ reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ( $t_{(204)}=5.938, p<0.000; d=0.487$ ).

**Table A5. PPI Clear Expectations Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	205	5.39	1.38434	5.938	0.000	0.487
<b>Post-program</b>	205	6.01	1.15019			

**Eyberg Child Behavior Inventory (ECBI)**

The analyses of the changes reported by parents across each of the two subscales of the ECBI used to evaluate the Incredible Years Program are presented below.

**Intensity Scale**

A total of 213 parents completed 33 or more of the 36 items included on the Intensity scale of the ECBI and were included in the analysis. For each of these items parents were asked to rate how often the 36 problem behaviors currently occur with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). For the ECBI Intensity scale parents’ raw scores are converted to a T-score, which has a mean of 50 and a standard deviation of 10. ECBI Intensity scores of 60 or higher, i.e., one standard deviation or more above the mean, are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Intensity scale indicates severe conduct problems that should be further evaluated for potentially significant psychopathology. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the frequency with which their child displays these problem behaviors.

The average pre-program Intensity T-scale score for these 213 parents was 56.49; the average post-program T-scale score was 51.17. **This decrease in parents’ reported frequency of problem behaviors by their children is statistically significant and represents a moderate program effect** ( $t_{(212)}=-8.481, p<0.000; d=-0.507$ ).

Additionally, 86 parents (40.6%) had an Intensity scale T-score of 60 or higher at pre-program compared to 32 parents (15.1%) at post-program. This decrease in the number of parents with clinically significant Intensity Scale scores is statistically significant ( $\chi^2=39.203, d.f.=1, p<0.000$ ).

**Table A6. ECBI Intensity Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's <i>d</i>)</b>
<b>Pre-program</b>	213	56.49	11.084	-8.481	0.000	-0.507
<b>Post-program</b>	213	51.17	9.873			

**Problem Scale**

A total of 204 parents completed 33 or more of the 36 items included on the Problem scale of the ECBI and were included in the analysis. For each of the 36 problem behaviors rated in the previous question parents were asked to indicate whether the behavior was a problem for them using a dichotomous Yes (1) or No (0) scale. For the ECBI Problem scale parents' raw scores are converted to a T-score and ECBI Problem scores of 60 or higher are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the problem behaviors of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the number of problem behaviors that are a problem for them.

The average pre-program Problem T-scale score for these 204 parents was 57.54; the average post-program T-scale score was 51.00. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a moderate program effect** ( $t_{(203)}=-8.487, p<0.000; d=-0.588$ ).

Additionally, 86 parents (42.4%) had a Problem Scale T-score of 60 or higher at pre-program compared to 32 parents (15.8%) at post-program. This decrease in the number of parents with clinically significant Problem Scale scores is statistically significant ( $\chi^2=26.793, d.f.=1, p<0.000$ ).

**Table A7. ECBI Problem Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's <i>d</i>)</b>
<b>Pre-program</b>	204	57.54	11.693	-8.487	0.000	-0.588
<b>Post-program</b>	204	51.00	10.538			

**Program sites**

This report includes outcomes from the following 8 program sites:

- Alamance Partnership for Children
- FIRST
- Onslow County Partnership for Children
- Partnership for Children of Johnston County
- Partnership for Children of Wayne County
- Thompson Child & Family Focus
- Tyrrell-Washington Partnership for Children
- Vance County Cooperative Extension

# Appendix B:

## FY 2015-2016 IY Funder Report

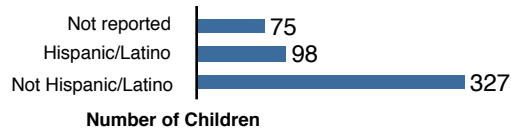
### North Carolina Division of Social Services

#### Snap Shot

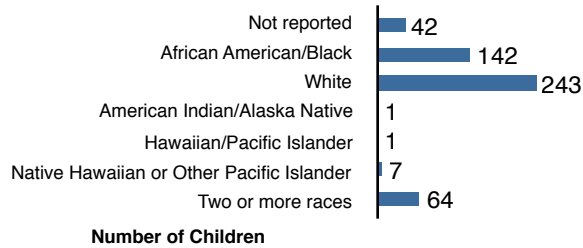
For the period of July 2015 through June 2016, across 14 program sites, 52 IY series (groups) were completed with a total enrollment of 629 parents/caregivers, representing 500 families. These series (groups) provided 478 sets of matched pre-test/post-test evaluation instruments for this report. Individual data sets met analysis criteria for one or more scales, but did not necessarily meet analysis criteria for every scale.

#### Summary of Key Demographics

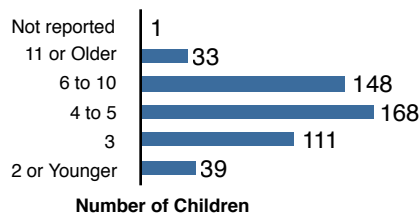
**Figure B1. Target Child Ethnicity**



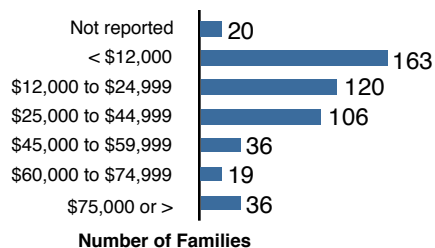
**Figure B2. Target Child Race**



**Figure B3. Target Child Age Group**

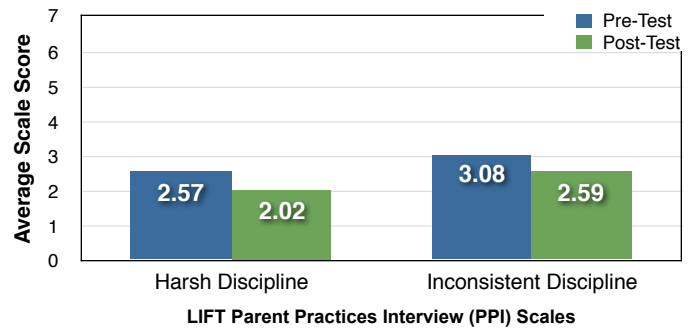


**Figure B4. Family Income**

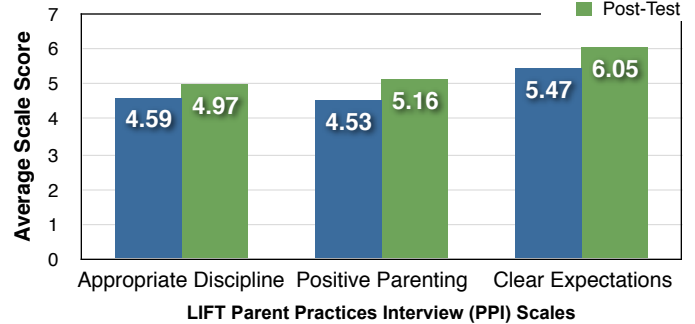


#### Summary of Outcomes Results

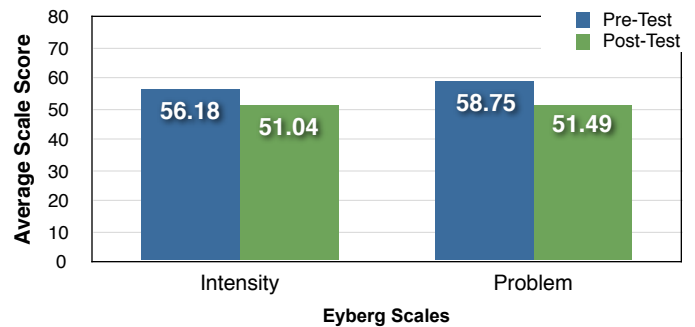
**Figure B5. PPI Negative Parenting Behaviors**



**Figure B6. PPI Positive Parenting Behaviors**



**Figure B7. Eyberg Child Behavior Inventory (ECBI)**



**Participant Highlights:**

- Parental relationship to child: 62% Mother, 20% Father, 12% Other Relative, 7% Other Non-Relative
- Primary language spoken at home: 84% English, 13% Spanish
- Target child gender: 54% male, 46% female
- Parent/Caregiver status: 57% Married/Partnered, 31% Single, 9% Separated/Divorced
- Target child age: 56% ages 3 to 5 years

**Parent Practices Interview (PPI)**

The analyses of the changes reported by parents across each of the five subscales of the PPI used to evaluate the Incredible Years Program are presented below.

**Harsh Discipline Scale**

A total of 442 parents completed all 14 items included on the Harsh Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific harsh discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of harsh discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their use of harsh discipline practices with their children.

The average pre-program Harsh Discipline scale score for these 442 parents was 2.57; the average post-program scale score was 2.02. **This decrease in parents' reported use of harsh discipline practices with their young children is statistically significant and represents a moderate program effect** ( $t_{(441)}=-12.883$ ,  $p<0.000$ ;  $d=-0.640$ ).

**Table B1. PPI Harsh Discipline Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's <i>d</i>)</b>
<b>Pre-program</b>	442	2.57	0.97063	-12.883	0.000	-0.640
<b>Post-program</b>	442	2.02	0.76142			

**Inconsistent Discipline Scale**

A total of 431 parents completed all 6 items included on the Inconsistent Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how inconsistent they were when addressing discipline issues with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate greater inconsistency by parents when addressing discipline issues with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their inconsistency in addressing discipline issues with their children.

The average pre-program Inconsistent Discipline scale score for these 431 parents was 3.08; the average post-program scale score was 2.59. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a moderate program effect** ( $t_{(430)}=-10.003$ ,  $p<0.000$ ;  $d=-0.519$ ).

Table B2. PPI Inconsistent Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i> )
Pre-program	431	3.08	1.02013	-10.003	0.000	-0.519
Post-program	431	2.59	0.86251			

### Appropriate Discipline Scale

A total of 436 parents completed all 16 items included on the Appropriate Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific appropriate discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of appropriate discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the appropriate discipline practices they use with their children.

The average pre-program Appropriate Discipline scale score for these 436 parents was 4.59; the average post-program scale score was 4.97. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ( $t_{(435)}=7.671$ ,  $p<0.000$ ;  $d=0.367$ ).

Table B3. PPI Appropriate Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i> )
Pre-program	436	4.59	1.05540	7.671	0.000	0.367
Post-program	436	4.97	1.03179			

### Positive Parenting Scale

A total of 425 parents completed all 15 items included on the Positive Parenting scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific positive discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of positive parenting practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the positive parenting practices they use with their children.

The average pre-program Positive Parenting scale score for these 425 parents was 4.53; the average post-program was 5.16. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ( $t_{(424)}=14.908$ ,  $p<0.000$ ;  $d=0.753$ ).

Table B4. PPI Positive Parenting Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i> )
Pre-program	425	4.53	0.87959	14.908	0.000	0.753
Post-program	425	5.16	0.78574			

**Clear Expectations Scale**

A total of 449 parents completed all 3 items included on the Clear Expectations scale of the PPI and were included in the analysis. For each of these 3 items parents were asked to rate how frequently they clearly communicated their expectations to their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate that parents more frequently communicate clear expectations to their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in the frequency with which they clearly communicate their expectations to their children.

The average pre-program Clear Expectations scale score for these 449 parents was 5.47; the average post-program scale score was 6.05. **This increase in parents' reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ( $t_{(448)}=8.926, p<0.000; d=0.481$ ).

**Table B5. PPI Clear Expectations Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	449	5.47	1.36649	8.926	0.000	0.481
<b>Post-program</b>	449	6.05	0.97730			

**Eyberg Child Behavior Inventory (ECBI)**

The analyses of the changes reported by parents across each of the two subscales of the ECBI used to evaluate the Incredible Years Program are presented below.

**Intensity Scale**

A total of 460 parents completed 33 or more of the 36 items included on the Intensity scale of the ECBI and were included in the analysis. For each of these items parents were asked to rate how often the 36 problem behaviors currently occur with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). For the ECBI Intensity scale parents' raw scores are converted to a T-score, which has a mean of 50 and a standard deviation of 10. ECBI Intensity scores of 60 or higher, i.e., one standard deviation or more above the mean, are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Intensity scale indicates severe conduct problems that should be further evaluated for potentially significant psychopathology. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the frequency with which their child displays these problem behaviors.

The average pre-program Intensity T-scale score for these 460 parents was 56.18; the average post-program T-scale score was 51.04. **This decrease in parents' reported frequency of problem behaviors by their children is statistically significant and represents a moderate program effect** ( $t_{(459)}=-11.703, p<0.000; d=-0.475$ ).

Additionally, 183 parents (32.2%) had an Intensity Scale T-score of 60 or higher at pre-program compared to 69 parents (12.5%) at post-program. This decrease in the number of parents with clinically significant Intensity Scale scores is statistically significant ( $\chi^2=76.641, d.f.=1, p<0.000$ ).

**Table B6. ECBI Intensity Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	460	56.18	11.619	-11.703	0.000	-0.475
<b>Post-program</b>	460	51.04	9.983			

**Problem Scale**

A total of 409 parents completed 33 or more of the 36 items included on the Problem scale of the ECBI and were included in the analysis. For each of the 36 problem behaviors rated in the previous question parents were asked to indicate whether the behavior was a problem for them using a dichotomous Yes (1) or No (0) scale. For the ECBI Problem scale parents' raw scores are converted to a T-score and ECBI Problem scores of 60 or higher are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the problem behaviors of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the number of problem behaviors that are a problem for them.

The average pre-program Problem T-scale score for these 409 parents was 58.75; the average post-program T-scale score was 51.49. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a moderate program effect** ( $t_{(408)}=-12.637, p<0.000; d=-0.615$ ).

Additionally, 191 parents (46.8%) had a Problem Scale T-score of 60 or higher at pre-program compared to 73 parents (17.9%) at post-program. This decrease in the number of parents with clinically significant Problem Scale scores is statistically significant ( $\chi^2=61.111, d.f.=1, p<0.000$ ).

**Table B7. ECBI Problem Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	409	58.75	12.616	-12.637	0.000	-0.615
<b>Post-program</b>	409	51.49	10.925			

**Program sites**

This report includes outcomes from the following 14 program sites:

- Alamance Partnership for Children
- Albemarle Alliance for Children and Families
- Children and Family Resource Center of Henderson County
- Children's Center of Surry
- Communities in Schools of Brunswick County
- Down East Partnership for Children
- Fairview Family Resource Center/Family Service of the Piedmont
- Family Resources of Cherokee County
- HELP Incorporated: Center Against Violence
- KidSCOpe
- PEERS Family Development Center
- The Children's Council of Watauga County, Inc.
- The Family Place of Transylvania County
- Thompson Child & Family Focus



# Appendix C:

## FY 2015-2016 IY Funder Report

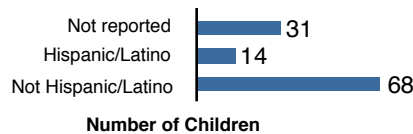
### Division of Public Health Young Families Connect

#### Snap Shot

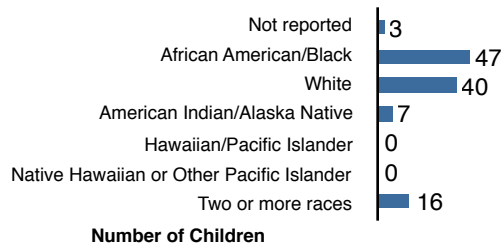
For the period of July 2015 through June 2016, across 5 program sites, 12 IY series (groups) were completed with a total enrollment of 135 parents/caregivers, representing 113 families. These series (groups) provided 109 sets of matched pre-test/post-test evaluation instruments for this report. Individual data sets met analysis criteria for one or more scales, but did not necessarily meet analysis criteria for every scale.

#### Summary of Key Demographics

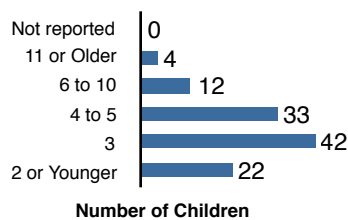
**Figure C1. Target Child Ethnicity**



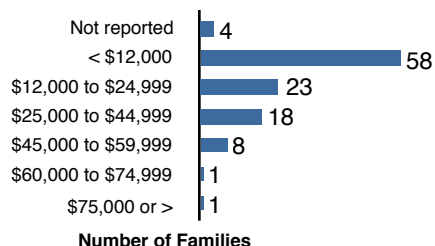
**Figure C2. Target Child Race**



**Figure C3. Target Child Age Groups**

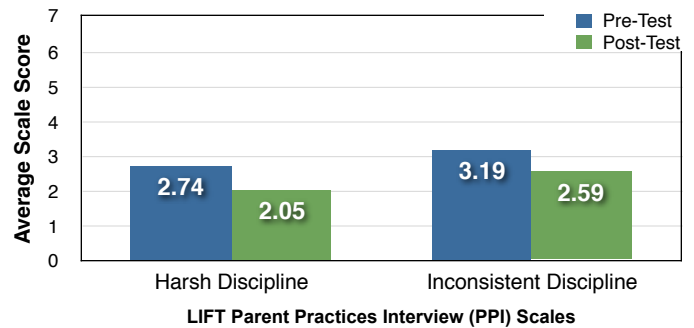


**Figure C4. Family Income**

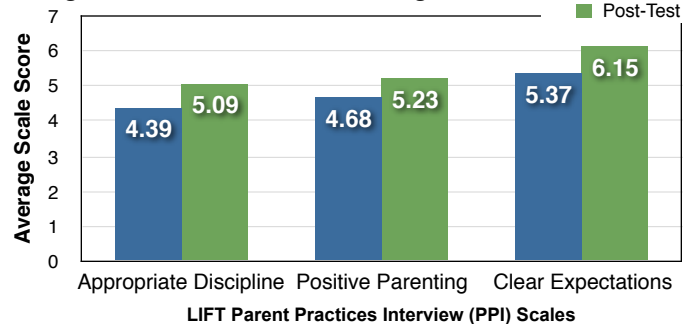


#### Summary of Outcomes Results

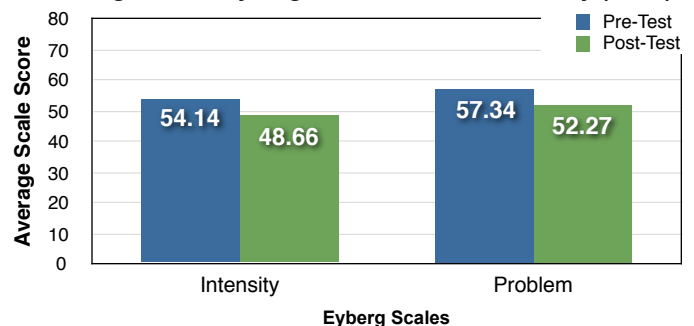
**Figure C5. PPI Negative Parenting Behaviors**



**Figure C6. PPI Positive Parenting Behaviors**



**Figure C7. Eyberg Child Behavior Inventory (ECBI)**



**Participant Highlights:**

- Parental relationship to child: 72% Mother, 12% Father, 9% Other Relative, 7% Other Non-Relative
- Primary language spoken at home: 96% English, 4% Spanish
- Target child gender: 50% male, 50% female
- Parent/Caregiver status: 42% Married/Partnered, 44% Single, 13% Separated/Divorced
- Target child age: 66% ages 3 to 5 years

**Parent Practices Interview (PPI)**

The analyses of the changes reported by parents across each of the five subscales of the PPI used to evaluate the Incredible Years Program are presented below.

**Harsh Discipline Scale**

A total of 107 parents completed all 14 items included on the Harsh Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific harsh discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of harsh discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their use of harsh discipline practices with their children.

The average pre-program Harsh Discipline scale score for these 107 parents was 2.74; the average post-program scale score was 2.05. **This decrease in parents' reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ( $t_{(106)}=-7.494$ ,  $p<0.000$ ;  $d=-0.711$ ).

**Table C1. PPI Harsh Discipline Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	107	2.74	1.16441	-7.494	0.000	-0.711
<b>Post-program</b>	107	2.05	0.74871			

**Inconsistent Discipline Scale**

A total of 108 parents completed all 6 items included on the Inconsistent Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how inconsistent they were when addressing discipline issues with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate greater inconsistency by parents when addressing discipline issues with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their inconsistency in addressing discipline issues with their children.

The average pre-program Inconsistent Discipline scale score for these 108 parents was 3.19; the average post-program scale score was 2.59. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a moderate program effect** ( $t_{(107)}=-6.378$ ,  $p<0.000$ ;  $d=-0.604$ ).

**Table C2. PPI Inconsistent Discipline Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	108	3.19	1.04943	-6.378	0.000	-0.604
<b>Post-program</b>	108	2.59	0.91348			

**Appropriate Discipline Scale**

A total of 97 parents completed all 16 items included on the Appropriate Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific appropriate discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of appropriate discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the appropriate discipline practices they use with their children.

The average pre-program Appropriate Discipline scale score for these 97 parents was 4.39; the average post-program scale score was 5.09. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ( $t_{(96)}=6.108, p<0.000; d=0.642$ ).

**Table C3. PPI Appropriate Discipline Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	97	4.39	1.16454	6.108	0.000	0.642
<b>Post-program</b>	97	5.09	1.03673			

**Positive Parenting Scale**

A total of 108 parents completed all 15 items included on the Positive Parenting scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific positive discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of positive parenting practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the positive parenting practices they use with their children.

The average pre-program Positive Parenting scale score for these 108 parents was 4.68; the average post-program was 5.23. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ( $t_{(107)}=7.538, p<0.000; d=0.722$ ).

**Table C4. PPI Positive Parenting Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	108	4.68	0.81364	7.538	0.000	0.722
<b>Post-program</b>	108	5.23	0.68415			

**Clear Expectations Scale**

A total of 94 parents completed all 3 items included on the Clear Expectations scale of the PPI and were included in the analysis. For each of these 3 items parents were asked to rate how frequently they clearly communicated their expectations to their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate that parents more frequently communicate clear expectations to their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in the frequency with which they clearly communicate their expectations to their children.

The average pre-program Clear Expectations scale score for these 94 parents was 5.37; the average post-program scale score was 6.15. **This increase in parents’ reported use of clear expectations with their young children is statistically significant and represents a large program effect** ( $t_{(93)}=5.944, p<0.000; d=0.731$ ).

**Table C5. PPI Clear Expectations Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	94	5.37	1.26548	5.944	0.000	0.731
<b>Post-program</b>	94	6.15	0.85516			

**Eyberg Child Behavior Inventory (ECBI)**

The analyses of the changes reported by parents across each of the two subscales of the ECBI used to evaluate the Incredible Years Program are presented below.

**Intensity Scale**

A total of 108 parents completed 33 or more of the 36 items included on the Intensity scale of the ECBI and were included in the analysis. For each of these items parents were asked to rate how often the 36 problem behaviors currently occur with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). For the ECBI Intensity scale parents’ raw scores are converted to a T-score, which has a mean of 50 and a standard deviation of 10. ECBI Intensity scores of 60 or higher, i.e., one standard deviation or more above the mean, are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Intensity scale indicates severe conduct problems that should be further evaluated for potentially significant psychopathology. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the frequency with which their child displays these problem behaviors.

The average pre-program Intensity T-scale score for these 108 parents was 54.14; the average post-program T-scale score was 48.66. **This decrease in parents’ reported frequency of problem behaviors by their children is statistically significant and represents a moderate program effect** ( $t_{(107)}=-6.430, p<0.000; d=-0.510$ ).

Additionally, 36 parents (33.3%) had an Intensity Scale T-score of 60 or higher at pre-program compared to 15 parents (13.9%) at post-program. This decrease in the number of parents with clinically significant Intensity Scale scores is statistically significant ( $\chi^2=27.367, d.f.=1, p<0.000$ ).

**Table C6. ECBI Intensity Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	108	54.14	11.423	-6.430	0.000	-0.510
<b>Post-program</b>	108	48.66	10.034			

**Problem Scale**

A total of 92 parents completed 33 or more of the 36 items included on the Problem scale of the ECBI and were included in the analysis. For each of the 36 problem behaviors rated in the previous question parents were asked to indicate whether the behavior was a problem for them using a dichotomous Yes (1) or No (0) scale. For the ECBI Problem scale parents' raw scores are converted to a T-score and ECBI Problem scores of 60 or higher are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the problem behaviors of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the number of problem behaviors that are a problem for them.

The average pre-program Problem T-scale score for these 92 parents was 57.34; the average post-program T-scale score was 52.27. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a moderate program effect** ( $t_{(91)}=-4.821$ ,  $p<0.000$ ;  $d=-0.458$ ).

Additionally, 40 parents (43.5%) had a Problem Scale T-score of 60 or higher at pre-program compared to 19 parents (20.7%) at post-program. This decrease in the number of parents with clinically significant Problem Scale scores is statistically significant ( $\chi^2=14.775$ ,  $d.f.=1$ ,  $p<0.000$ ).

**Table C7. ECBI Problem Scale**

	<b>N</b>	<b>Mean</b>	<b>s.d.</b>	<b>t</b>	<b>p</b>	<b>Effect Size (Cohen's d)</b>
<b>Pre-program</b>	92	57.34	11.400	-4.821	0.000	-0.458
<b>Post-program</b>	92	52.27	10.715			

**Program sites**

This report includes outcomes from the following 5 program sites:

- Bladen County Health Department
- HELP Incorporated: Center Against Violence
- Onslow County Partnership for Children
- Partnership for Children of Wayne County
- Southeastern Family Violence Center

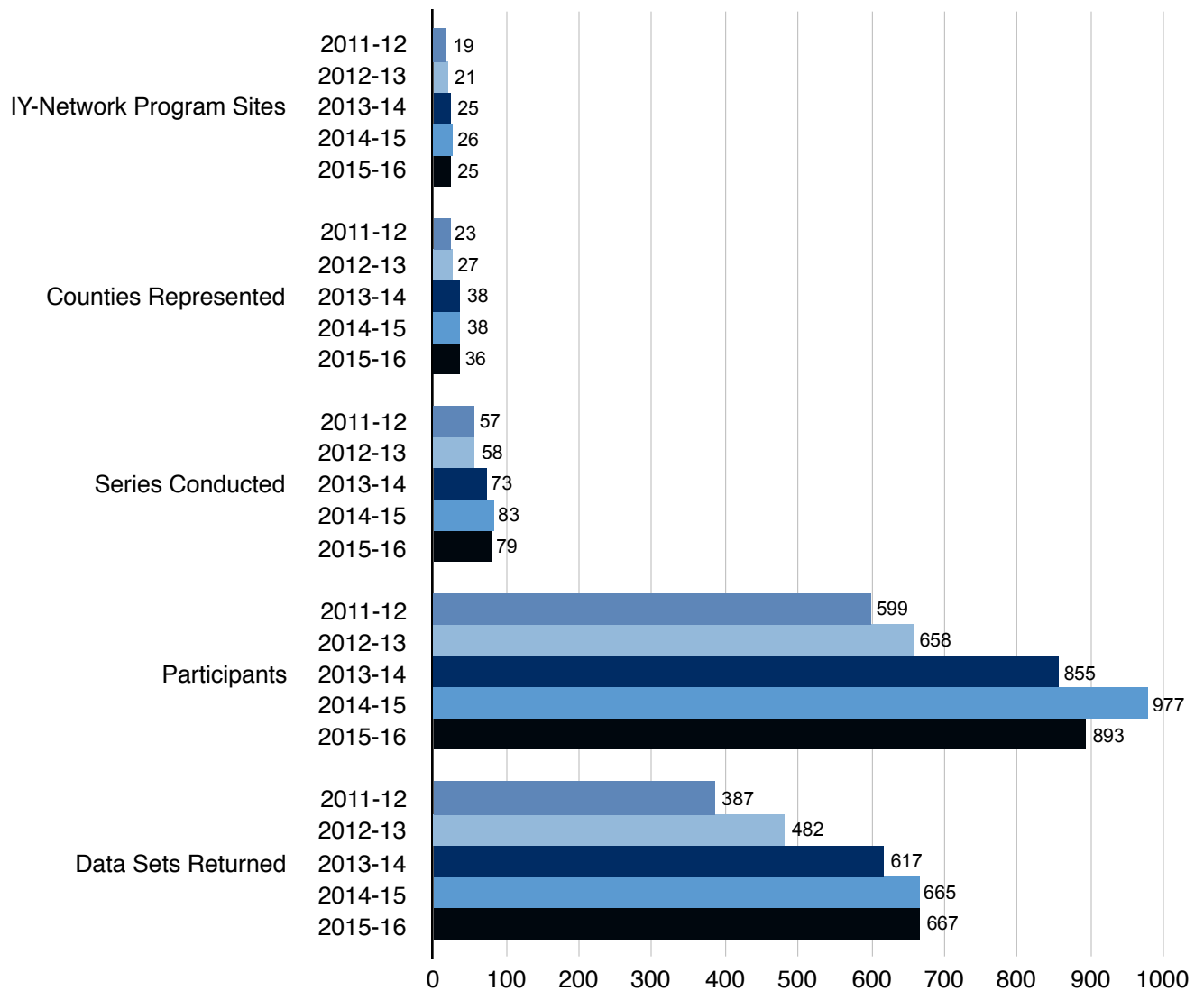
# Appendix D:

## Statewide IY-Network Year-on-Year Comparisons

### Program Delivery

Figure D1 compares key program delivery statistics for program years 2011-12 through 2015-16. FY 2015-16 saw a small reduction in program sites, counties represented, series conducted, and participants; however, the number of matched pre/post-test data sets increased slightly.

**Figure D1. Program Delivery Summary**



## Program Effect

Figure D2 below shows the program effect based on the Parent Practices Interview (PPI) change in Cohen's *d* values for the five scales. Cohen's *d* was calculated as follows:

Cohen's *d* = 0 to 0.345: Small Program Effect, a "hardly visible" effect

Cohen's *d* = 0.35 to 0.65: Moderate Program Effect, an "observable" or "noticeable" effect

Cohen's *d* = Above 0.65: Large Program Effect, a "plainly evident" effect

All scales show moderate to large effects on program participants. This clearly indicates that The Incredible Years BASIC Parent Program continues to have the desired effect of decreasing negative parenting practices while increasing positive parenting practices.

**Figure D2. Program Effect - PPI**

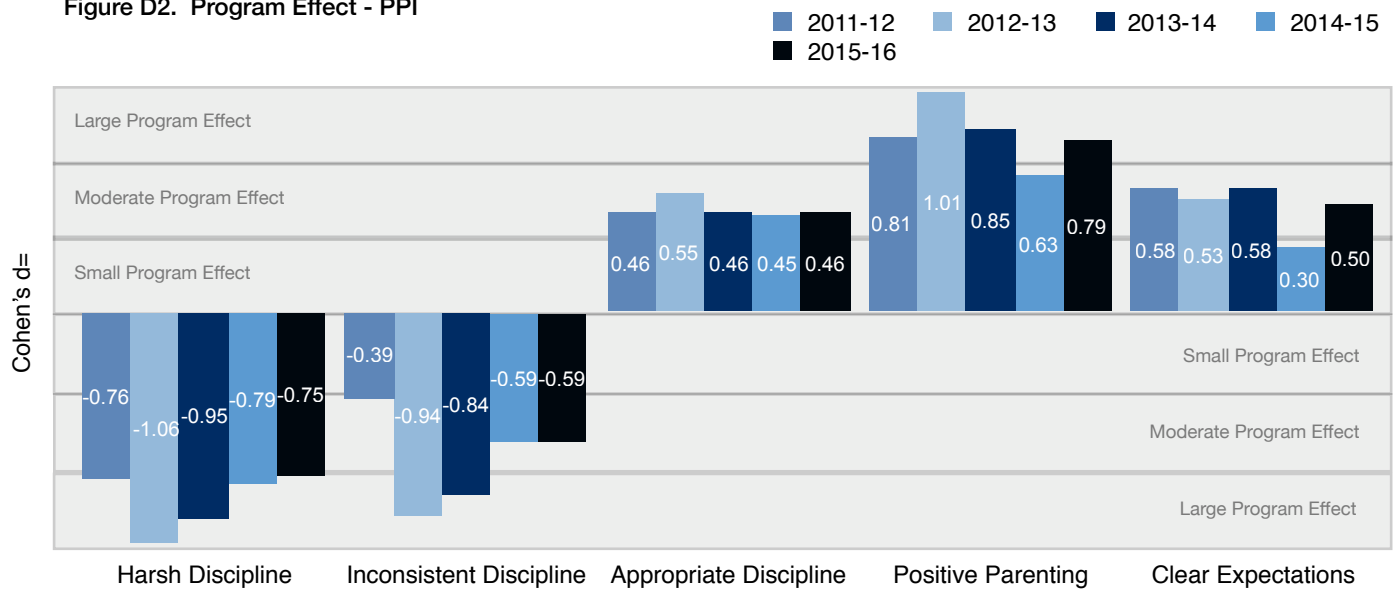


Figure D3 below shows the program effect based on the Eyberg Child Behavior Inventory (ECBI) change in Cohen's *d* values for the two scales. Both scales show moderate to large effects on program participants. This clearly indicates that the Incredible Years program is having the desired effect of decreasing the frequency of the target child's problem behavior (Intensity Scale) as well as decreasing the degree to which the behavior is deemed problematic by the parent (Problem Scale).

**Figure D3. Program Effect - ECBI**

