
The Incredible Years Preschool and School Age BASIC Parent Series

FY 2016-2017

North Carolina Outcomes Evaluation

Prepared for Prevent Child Abuse North Carolina

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The Incredible Years Preschool and School Age BASIC Parent Series

FY 2016-2017 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.

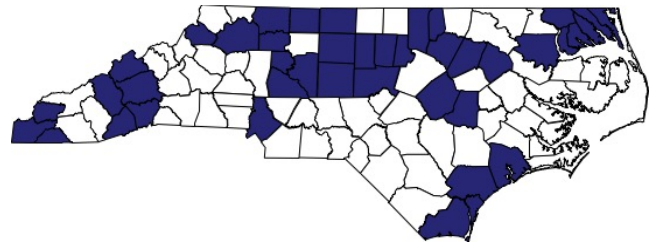
Scope of Evaluation

PCANC contracted with Harman & Associates, LLC, an independent education research consulting firm, to evaluate the 2016-2017 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 2016-2017 statewide evaluation includes data from 25 IY-Network member sites serving 42 of North Carolina's 100 counties. These sites conducted 88 program series (groups), serving 983 parents/caregivers, representing 817 families.

Figure 1. Counties represented by IY-Network member sites



County	Organization	County	Organization
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>	Madison	<i>FIRST</i>
Brunswick	<i>Communities In Schools of Brunswick County, Inc.</i>	Mecklenburg	<i>Thompson Child & Family Focus</i>
Buncombe	<i>FIRST</i>	Nash	<i>Down East Partnership for Children</i>
Camden	<i>Albemarle Alliance for Children and Families</i>	New Hanover	<i>Coastal Horizons Center</i>
Chatham	<i>KidSCOpe</i>	Onslow	<i>Onslow County Partnership for Children</i>
Cherokee	<i>Family Resources of Cherokee County</i>	Orange	<i>KidSCOpe - Chapel Hill Training-Outreach Project, Inc.</i>
Chowan	<i>Chowan/Perquimans Smart Start Partnership</i>	Pasquotank	<i>Albemarle Alliance for Children and Families</i>
Clay	<i>Family Resources of Cherokee County</i>	Pender	<i>Coastal Horizons Center</i>
Currituck	<i>Albemarle Alliance for Children and Families</i>	Perquimans	<i>Chowan/Perquimans Smart Start Partnership</i>
Davidson	<i>Fairgrove Family Resource Center</i>	Randolph	<i>Family Service of the Piedmont, Inc.-Fairview Family Resource Center Randolph Partnership for Children</i>
Davie	<i>Children's Center of Surry, Inc.</i>	Rockingham	<i>HELP, Incorporated: Center Against Violence</i>
Durham	<i>Communities In Schools of Durham, Welcome Baby Family Resource Center</i>	Rowan	<i>Families First</i>
Edgecombe	<i>Down East Partnership for Children</i>	Stokes	<i>Children's Center of Surry, Inc.</i>
Franklin	<i>Vance County Cooperative Extension</i>	Surry	<i>Children's Center of Surry, Inc.</i>
Gates	<i>Albemarle Alliance for Children and Families</i>	Transylvania	<i>The Family Place of Transylvania County</i>
Graham	<i>Family Resources of Cherokee County</i>	Vance	<i>Vance County Cooperative Extension</i>
Granville	<i>Vance County Cooperative Extension</i>	Watauga	<i>Children's Council of Watauga County</i>
Guilford	<i>Family Service of the Piedmont, Inc.-Fairview Family Resource Center</i>	Wayne	<i>Partnership for Children of Wayne County</i>
Haywood	<i>FIRST</i>	Wilkes	<i>Children's Center of Surry, Inc.</i>
Henderson	<i>Children & Family Resource Center of Henderson County</i>	Yadkin	<i>Children's Center of Surry, Inc.</i>

Evaluation Design

Methodology

Participant Base

The 2016-2017 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), 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 2016 through June 2017, across 25 program sites, 88 IY series (groups) were conducted with a total enrollment of 983 parents/caregivers, representing 817 families. These series provided 738 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. Percentages below were calculated based on the total number of data sets evaluated for each scale.

Summary of Outcomes Results

HARSH DISCIPLINE ↓

80.5% (570) of participants reported a decrease in harsh discipline: statistically significant, large program effect

INCONSISTENT DISCIPLINE ↓

70.5% (503) of participants reported a decrease in inconsistent discipline: statistically significant, large program effect

APPROPRIATE DISCIPLINE ↑

67.6% (478) of participants reported an increase in appropriate discipline: statistically significant, moderate program effect

POSITIVE PARENTING ↑

79.8% (577) of participants reported an increase in positive parenting: statistically significant, large program effect

CLEAR EXPECTATIONS ↑

61.2% (441) of participants reported an increase in clear expectations: statistically significant, moderate program effect

INTENSITY OF PROBLEM BEHAVIORS ↓

74.0% (507) of participants reported a decrease in the intensity (frequency) of the child's problem behaviors: statistically significant, moderate program effect

BEHAVIORS ARE PROBLEMATIC ↓

71.3% (453) of participants reported a decrease in the degree to which the behaviors are problematic: statistically significant, moderate program effect

Figure 2. PPI Negative Parenting Behaviors

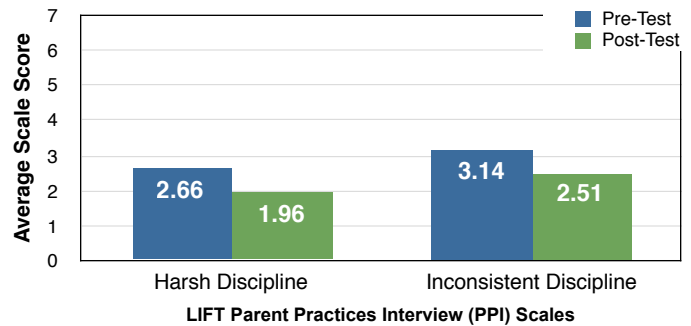


Figure 3. PPI Positive Parenting Behaviors

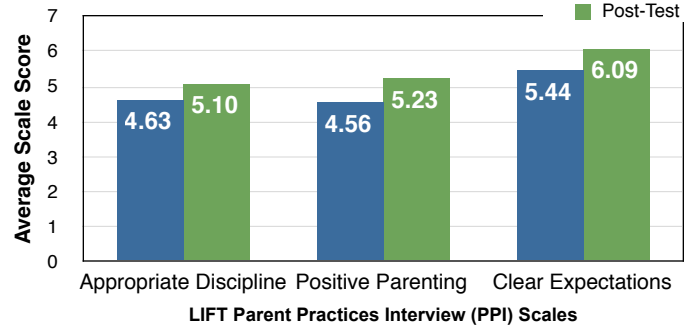
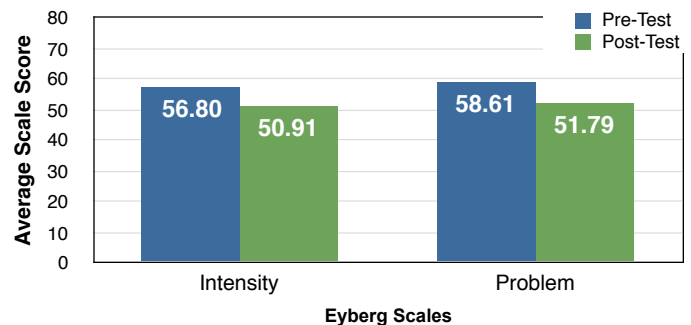


Figure 4. Eyberg Child Behavior Inventory (ECBI)



NC Statewide Demographic Summary

Table 1. Parent / Caregiver Demographics

Status		Gender		Relationship to Child		Ethnicity		Race	
Not reported	8	Not reported	7	Mother	678	Not reported	131	Not reported	111
Married / Partnered	531	Male	206	Father	181	Hispanic / Latino	215	African American / Black	272
Single	319	Female	770	Other Relative	90	Not Hispanic / Latino	637	White	548
Separated	61			Other	34			American Indian / Alaska Native	9
Divorced	47							Native Hawaiian / Pacific Islander	0
Widowed	17							Asian	16
								Other	27

Table 2. Family Demographics

Annual Family income		Primary Language		Ages of All Children in the Household					
Not reported	24	Not reported	33	Under 1 year	95	7 years	135	14 years	29
< \$12,000	293	English	637	1 year	97	8 years	132	15 years	38
\$12,000-\$24,999	200	Spanish	137	2 years	161	9 years	87	16 years	25
\$25,000-\$44,999	151	Other	10	3 years	237	10 years	85	17 years	18
\$45,000-\$59,999	56			4 years	236	11 years	56	18 years	11
\$60,000-\$74,999	41			5 years	181	12 years	45	19 years	7
\$75,000 and >	52			6 years	153	13 years	38	20+ years	4

Table 3. Target Child Demographics

Gender		Ethnicity		Race		Age			
Male	454	Not reported	142	Not reported	96	Not reported	5	7 years	63
Female	363	Hispanic / Latino	211	African American / Black	232	Under 1 year	4	8 years	60
		Not Hispanic / Latino	464	White	394	1 year	12	9 years	29
				American Indian / Alaska Native	6	2 years	52	10 years	30
				Native Hawaiian / Pacific Islander	0	3 years	163	11 years	23
				Asian	9	4 years	152	12 years	13
				2 or more	80	5 years	128	13 years	8
						6 years	71	14+ years	4

Participant Highlights:

- Parent/Caregiver status: 54% Married/Partnered, 32% Single, 11% Separated/Divorced
- Parental relationship to child: 69% Mother, 18% Father, 9% Other Relative, 3% Other Non-Relative
- Primary language spoken at home: 78% English, 17% Spanish
- Target child gender: 56% male, 44% female
- Target child age: 63% 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 708 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 708 parents was 2.66; the average post-program scale score was 1.96. **This decrease in parents' reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(707)}=-21.164$, $p<0.000$; $d=-0.875$).

Table 4. PPI Harsh Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	708	2.66	0.925158	-21.164	0.000	-0.875
Post-program	708	1.96	0.657803			

Inconsistent Discipline Scale

A total of 713 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 713 parents was 3.14; the average post-program scale score was 2.51. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(712)}=-17.734$, $p<0.000$; $d=-0.739$).

Table 5. PPI Inconsistent Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i>)
Pre-program	713	3.14	0.908894	-17.734	0.000	-0.739
Post-program	713	2.51	0.787251			

Appropriate Discipline Scale

A total of 707 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 707 parents was 4.63; the average post-program scale score was 5.10. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(706)}=12.616$, $p<0.000$; $d=0.473$).

Table 6. PPI Appropriate Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i>)
Pre-program	707	4.63	1.027943	12.616	0.000	0.473
Post-program	707	5.10	0.952315			

Positive Parenting Scale

A total of 723 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 723 parents was 4.56; 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** ($t_{(722)}=22.336$ $p<0.000$; $d=0.911$).

Table 7. PPI Positive Parenting Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i>)
Pre-program	723	4.56	0.768886	22.336	0.000	0.911
Post-program	723	5.23	0.699937			

Clear Expectations Scale

A total of 721 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 721 parents was 5.44; the average post-program scale score was 6.09. **This increase in parents’ reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ($t_{(720)}=14.449, p<0.000; d=0.591$).

Table 8. PPI Clear Expectations Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	721	5.44	1.269010	14.449	0.000	0.591
Post-program	721	6.09	0.889667			

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 685 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 685 parents was 56.80; the average post-program T-scale score was 50.91. **This decrease in parents’ reported frequency of problem behaviors by their children is statistically significant and represents a moderate program effect** ($t_{(684)}=-17.295, p<0.000; d=-0.573$).

Table 9. ECBI Intensity Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	685	56.80	10.986	-17.295	0.000	-0.573
Post-program	685	50.91	9.529			

Additionally, of these 685 parents, 284 (41.5%) had an Intensity Scale T-score of 60 or higher at pre-program compared to 120 parents (17.5%) at post-program. The decrease in the number of parents with clinically significant Intensity Scale scores is statistically significant ($\chi^2=100.962$, d.f.=1, $p<0.000$).

Problem Scale

A total of 635 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 635 parents was 58.61; the average post-program T-scale score was 51.79. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a moderate program effect** ($t_{(634)}=-16.234$, $p<0.000$; $d=-0.591$).

Table 10. ECBI Problem Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	635	58.61	12.287	-16.234	0.000	-0.591
Post-program	635	51.79	10.750			

Additionally, of these 635 parents, 288 (45.4%) had a Problem Scale T-score of 60 or higher at pre-program compared to 141 parents (22.2%) at post-program. The decrease in the number of parents with clinically significant Problem Scale scores is statistically significant ($\chi^2=103.521$, 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 2016-2017 IY Funder Report

Smart Start

Snap Shot

For the period of July 2016 through June 2017, across 9 program sites, 30 IY series (groups) were completed with a total enrollment of 349 parents/caregivers, representing 297 families. These series provided 271 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

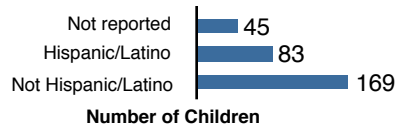


Figure A2. Target Child Race

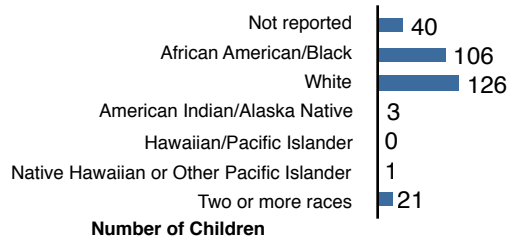


Figure A3. Target Child Age Group

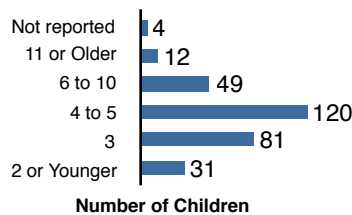
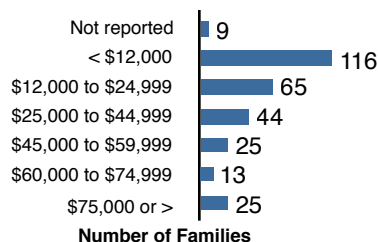


Figure A4. Family Income



Summary of Outcomes Results

Figure A5. PPI Negative Parenting Behaviors

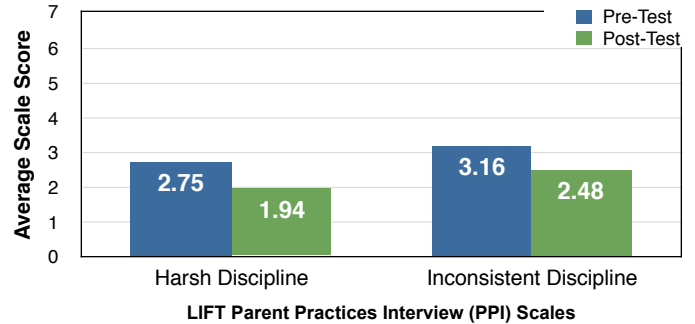


Figure A6. PPI Positive Parenting Behaviors

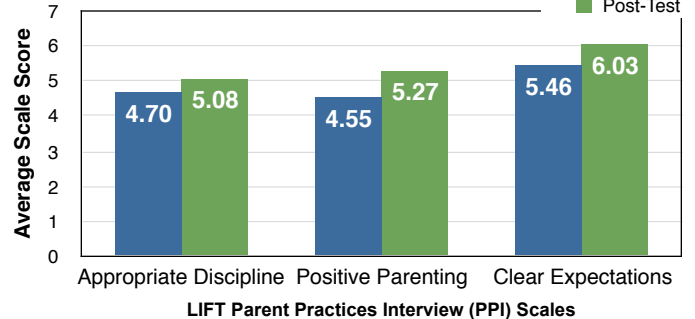
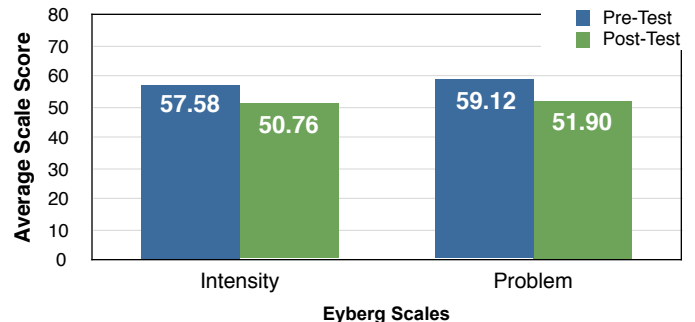


Figure A7. Eyberg Child Behavior Inventory (ECBI)



Participant Highlights:

- Parental relationship to child: 70% Mother, 20% Father, 7% Other Relative, 2% Other Non-Relative
- Primary language spoken at home: 78% English, 18% Spanish
- Target child gender: 55% male, 45% female
- Parent/Caregiver status: 54% Married/Partnered, 37% Single, 7% Separated/Divorced
- Target child age: 68% 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 255 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 255 parents was 2.75; the average post-program scale score was 1.94. **This decrease in parents' reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(254)}=-13.565$, $p<0.000$; $d=-0.991$).

Table A1. PPI Harsh Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	255	2.75	0.946825	-13.565	0.000	-0.991
Post-program	255	1.94	0.646244			

Inconsistent Discipline Scale

A total of 261 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 261 parents was 3.16; the average post-program scale score was 2.48. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(260)}=-11.734$, $p<0.000$; $d=-0.779$).

Table A2. PPI Inconsistent Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	261	3.16	0.942729	-11.734	0.000	-0.779
Post-program	261	2.48	0.794265			

Appropriate Discipline Scale

A total of 256 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 256 parents was 4.70; the average post-program scale score was 5.08. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(255)}=6.040$, $p<0.000$; $d=0.375$).

Table A3. PPI Appropriate Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	256	4.70	1.059656	6.040	0.000	0.375
Post-program	256	5.08	0.999437			

Positive Parenting Scale

A total of 265 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 265 parents was 4.55; the average post-program was 5.27. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ($t_{(264)}=13.923$, $p<0.000$; $d=0.953$).

Table A4. PPI Positive Parenting Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	265	4.55	0.789670	13.923	0.000	0.953
Post-program	265	5.27	0.711725			

Clear Expectations Scale

A total of 263 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 263 parents was 5.46; the average post-program scale score was 6.03. **This increase in parents' reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ($t_{(262)}=7.588, p<0.000; d=0.507$).

Table A5. PPI Clear Expectations Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	263	5.46	1.308648	7.588	0.000	0.507
Post-program	263	6.03	0.935739			

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 246 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 246 parents was 57.58; the average post-program T-scale score was 50.76. **This decrease in parents' reported frequency of problem behaviors by their children is statistically significant and represents a large program effect** ($t_{(245)}=-11.913, p<0.000; d=-0.700$).

Table A6. ECBI Intensity Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	246	57.58	10.440	-11.913	0.000	-0.700
Post-program	246	50.76	8.956			

Additionally, 110 parents (44.7%) had an Intensity Scale T-score of 60 or higher at pre-program compared to 35 parents (14.2%) at post-program. The decrease in the number of parents with clinically significant Intensity Scale scores is statistically significant ($\chi^2=27.746$, d.f.=1, $p<0.000$).

Problem Scale

A total of 234 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 234 parents was 59.12; the average post-program T-scale score was 51.90. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a large program effect** ($t_{(233)}=-10.801$, $p<0.000$; $d=-0.679$).

Table A7. ECBI Problem Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	234	59.12	11.426	-10.801	0.000	-0.679
Post-program	234	51.90	9.784			

Additionally, 114 parents (48.7%) had a Problem Scale T-score of 60 or higher at pre-program compared to 48 parents (20.5%) at post-program. The decrease in the number of parents with clinically significant Problem Scale scores is statistically significant ($\chi^2=22.409$, d.f.=1, $p<0.000$).

Program sites

This report includes outcomes from the following 9 program sites:

- Alamance Partnership for Children
- Chowan/Perquimans Smart Start Partnership
- FIRST
- Onslow County Partnership for Children
- Partnership for Children of Johnston County
- Partnership for Children of Wayne County
- Thompson Child & Family Focus
- Vance County Cooperative Extension
- Welcome Baby Family Resource Center

Appendix B:

FY 2016-2017 IY Funder Report

North Carolina Division of Social Services

Snap Shot

For the period of July 2016 through June 2017, across 21 program sites, 77 IY series (groups) were completed with a total enrollment of 865 parents/caregivers, representing 711 families. These series provided 656 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

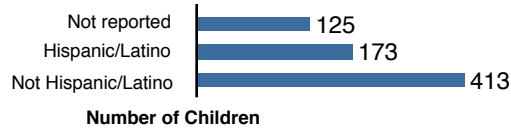


Figure B2. Target Child Race

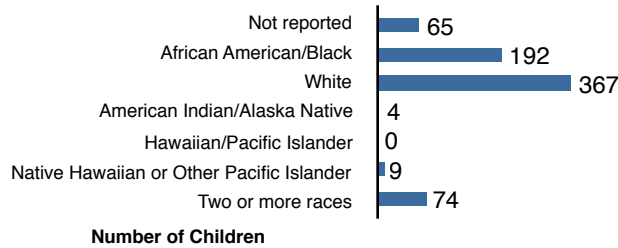


Figure B3. Target Child Age Group

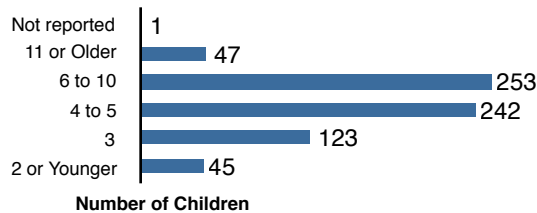
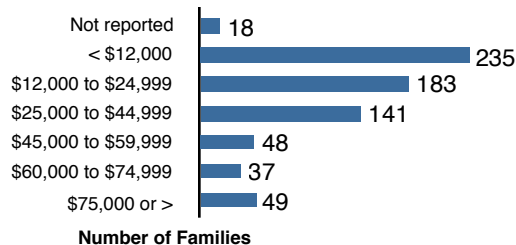


Figure B4. Family Income



Summary of Outcomes Results

Figure B5. PPI Negative Parenting Behaviors

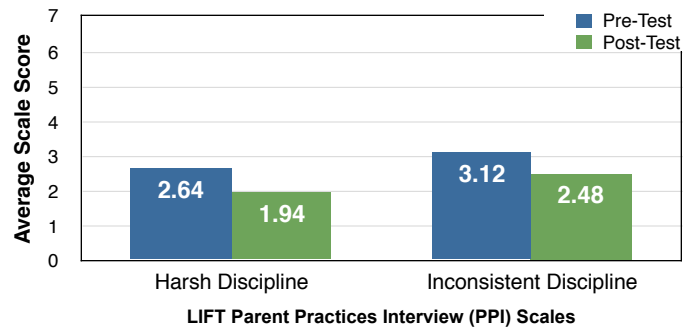


Figure B6. PPI Positive Parenting Behaviors

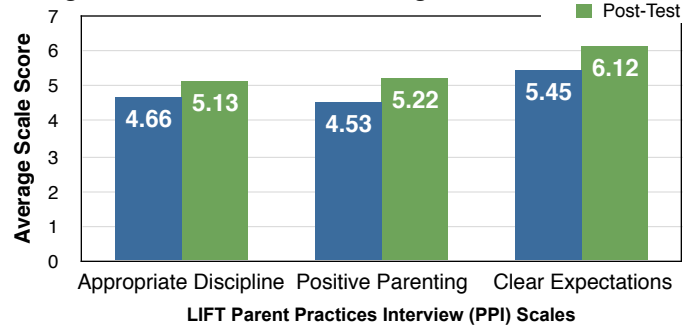
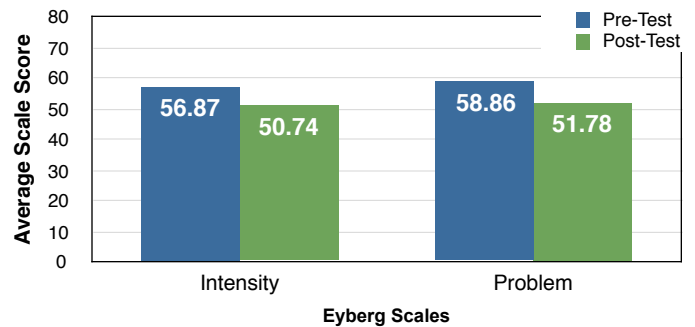


Figure B7. Eyberg Child Behavior Inventory (ECBI)



Participant Highlights:

- Parental relationship to child: 68% Mother, 19% Father, 9% Other Relative, 4% Other Non-Relative
- Primary language spoken at home: 79% English, 16% Spanish
- Target child gender: 57% male, 43% female
- Parent/Caregiver status: 54% Married/Partnered, 32% Single, 12% Separated/Divorced
- Target child age: 51% ages 3 to 5 years, 36% ages 6 to 10

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 627 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 627 parents was 2.64; the average post-program scale score was 1.94. **This decrease in parents' reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(626)}=-20.285$, $p<0.000$; $d=-0.899$).

Table B1. PPI Harsh Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i>)
Pre-program	627	2.64	0.891320	-20.285	0.000	-0.899
Post-program	627	1.94	0.651096			

Inconsistent Discipline Scale

A total of 628 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 628 parents was 3.12; the average post-program scale score was 2.48. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(627)}=-17.130$, $p<0.000$; $d=-0.764$).

Table B2. PPI Inconsistent Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	628	3.12	0.892600	-17.130	0.000	-0.764
Post-program	628	2.48	0.776889			

Appropriate Discipline Scale

A total of 625 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 625 parents was 4.66; the average post-program scale score was 5.13. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(624)}=12.036$, $p<0.000$; $d=0.482$).

Table B3. PPI Appropriate Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	625	4.66	1.016612	12.036	0.000	0.482
Post-program	625	5.13	0.936370			

Positive Parenting Scale

A total of 638 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 638 parents was 4.53; the average post-program was 5.22. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ($t_{(637)}=22.420$, $p<0.000$; $d=0.955$).

Table B4. PPI Positive Parenting Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	638	4.53	0.747045	22.420	0.000	0.955
Post-program	638	5.22	0.699361			

Clear Expectations Scale

A total of 637 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 637 parents was 5.45; the average post-program scale score was 6.12. **This increase in parents' reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ($t_{(636)}=14.120, p<0.000; d=0.627$).

Table B5. PPI Clear Expectations Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	637	5.45	1.254624	14.120	0.000	0.627
Post-program	637	6.12	0.859807			

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 614 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 614 parents was 56.87; the average post-program T-scale score was 50.74. **This decrease in parents' reported frequency of problem behaviors by their children is statistically significant and represents a moderate program effect** ($t_{(613)}=-16.961, p<0.000; d=-0.602$).

Table B6. ECBI Intensity Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	614	56.87	10.849	-16.961	0.000	-0.602
Post-program	614	50.74	9.486			

Additionally, 255 parents (41.5%) had an Intensity Scale T-score of 60 or higher at pre-program compared to 107 parents (17.4%) at post-program. This decrease in the number of parents with clinically significant Intensity Scale scores is statistically significant ($\chi^2=84.435$, d.f.=1, $p<0.000$).

Problem Scale

A total of 566 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 566 parents was 58.86; the average post-program T-scale score was 51.78. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a moderate program effect** ($t_{(565)}=-15.738$, $p<0.000$; $d=-0.613$).

Table B7. ECBI Problem Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	566	58.86	12.234	-15.738	0.000	-0.613
Post-program	566	51.78	10.810			

Additionally, 261 parents (46.1%) had a Problem Scale T-score of 60 or higher at pre-program compared to 125 parents (22.1%) at post-program. This decrease in the number of parents with clinically significant Problem Scale scores is statistically significant ($\chi^2=88.802$, d.f.=1, $p<0.000$).

Program sites

This report includes outcomes from the following 21 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, Inc.
- Coastal Horizons Center
- Communities In Schools of Brunswick County, Inc.
- Communities In Schools of Durham
- Down East Partnership for Children
- Fairgrove Family Resource Center
- Family Service of the Piedmont, Inc.-Fairview Family Resource Center
- Families First
- Family Resources of Cherokee County
- FIRST
- HELP Incorporated: Center Against Violence
- KidSCOpe - Chapel Hill Training-Outreach Project, Inc.
- Partnership for Children of Johnston County
- Partnership for Children of Wayne County
- Children's Council of Watauga County, Inc.
- Randolph Partnership for Children
- The Family Place of Transylvania County
- Thompson Child & Family Focus

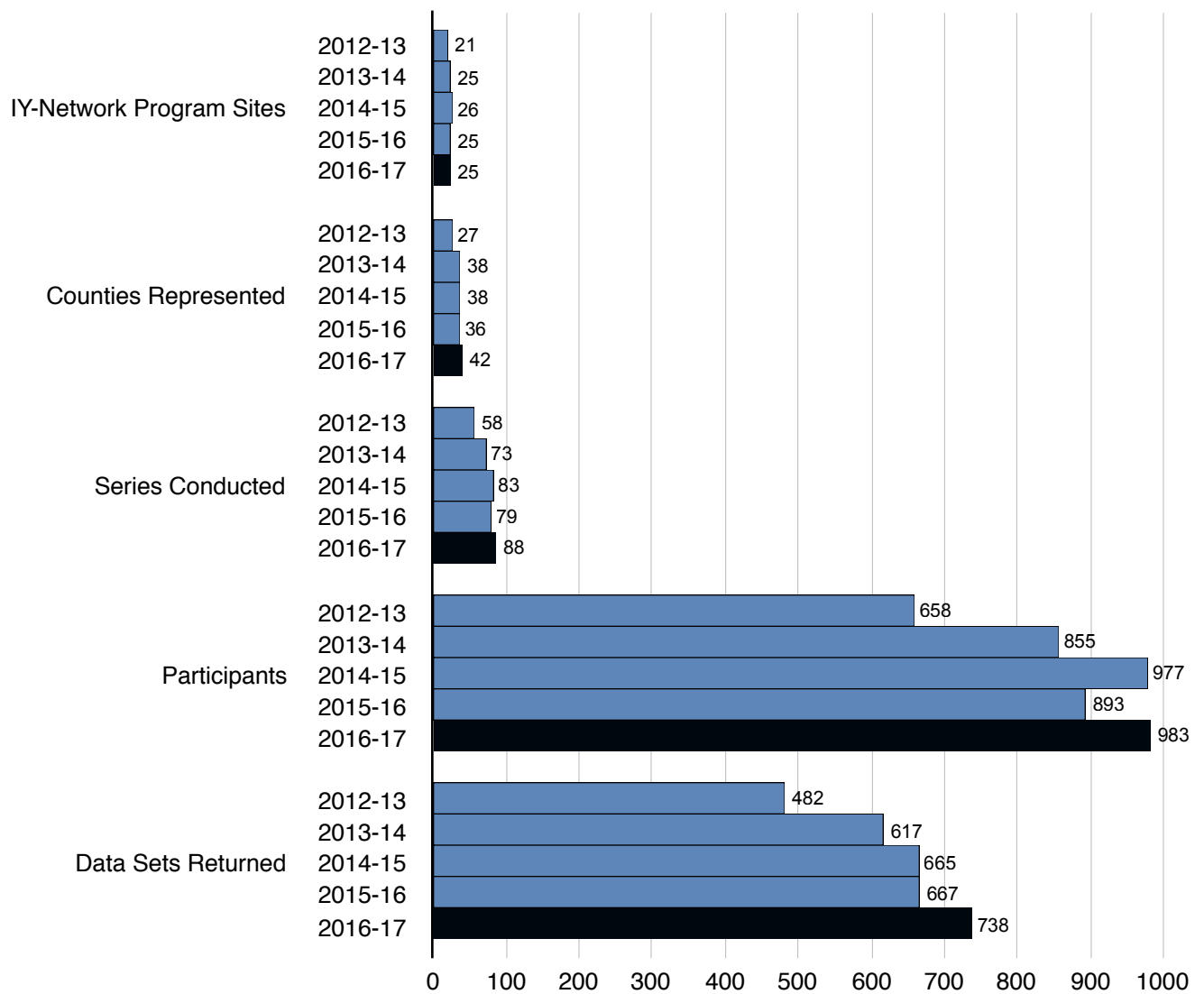
Appendix C:

Statewide IY-Network Year-on-Year Comparisons

Program Delivery

Figure C1 compares key program delivery statistics for program years 2012-13 through 2016-17. FY 2016-17 saw a substantial increase in the number of series conducted, total participants, and matched pre-test/post-test data sets returned.

Figure C1. Program Delivery Summary



Program Effect

Figure C2 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 C2. Program Effect - PPI

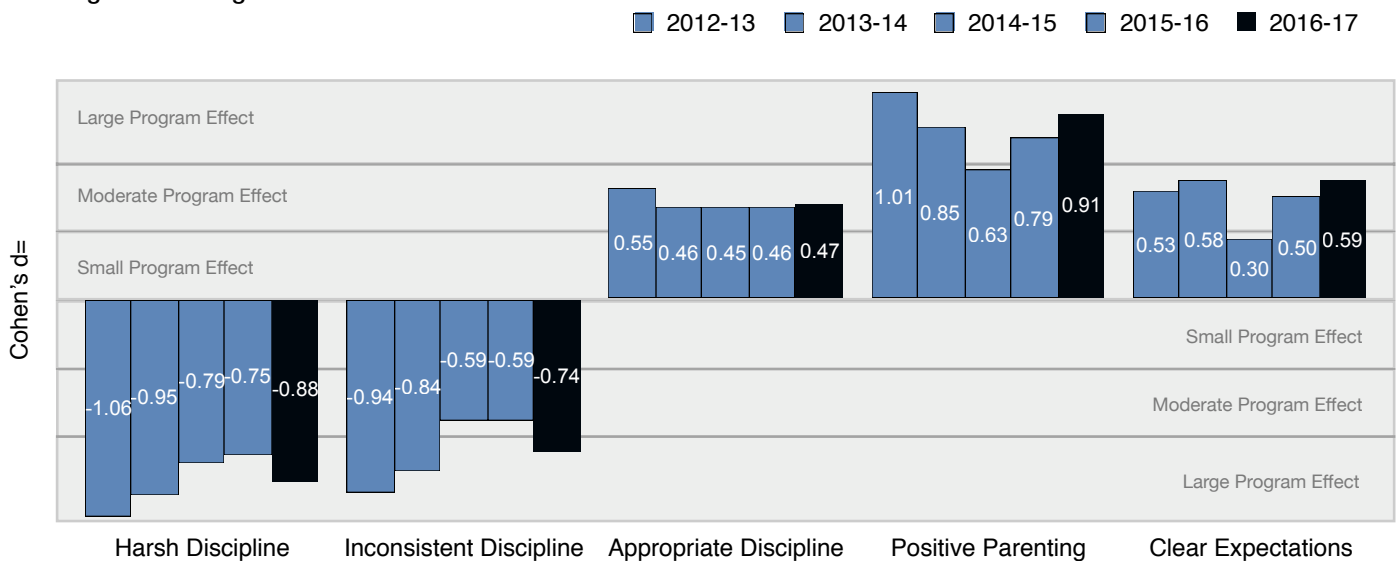


Figure C3 below shows the program effect based on the Eyberg Child Behavior Inventory (ECBI) change in Cohen's *d* values for the two scales. Both scales show moderate to large effects on program participants. This clearly indicates that the Incredible Years program is having the desired effect of decreasing 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 C3. Program Effect - ECBI

