

Incredible Years Report (SFY2008)
July 1, 2007 – June 30, 2008

Ohio Department of Mental Health

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Introduction

This report provides a summary of the data collected from the State of Ohio Incredible Years Program for FY 2008. This report includes a summary of the statistics of the data that was received and also includes a summary for each of the forms that was used for data collection.

Participants in the State of Ohio Incredible Years Program were required to collect data for Basic Parent Groups, DINA (small group) Treatment Programs, Classroom DINA Programs, and Teacher Classroom Management Programs. This report is a presentation of the Incredible Years Program data that was submitted for July 1, 2007 to June 30, 2008

Basic Parent Groups

Basic Satisfaction

The satisfaction survey was based on a 7 point scale with a range from 1 (*no satisfaction*) to 7 (*very satisfied*). A summary of the satisfaction survey responses are listed in the tables below. The tables identify the question, the number of replies for each response, and the percentage of replies for each response based on the total number of responses to the question.

Basic Satisfaction Survey Summary Tables

1. The major problem(s) that originally prompted me to take this program for my child is (are)...	Total Cases	
	N	%
considerably worse	0	0.00%
worse	1	0.74%
slightly worse	2	1.47%
the same	9	6.62%
slightly improved	28	20.59%
improved	76	55.88%
greatly improved	20	14.71%
Total Responses	136	
Satisfaction Average	5.7	

2. My child's problems which I/we have tried to change using the methods presented in this program are...	Total Cases	
	N	%
considerably worse	0	0.00%
worse	1	0.73%
slightly worse	0	0.00%
the same	11	8.03%
slightly improved	30	21.90%
improved	76	55.47%
greatly improved	19	13.87%
Total Responses	137	
Satisfaction Average	5.7	

3. My feelings about my child's progress are that I am...	Total Cases

4. To what degree has the Incredible Years program helped with other personal or family problems not directly related to your child?	Total Cases

	N	%
very dissatisfied	0	0.00%
dissatisfied	0	0.00%
slightly dissatisfied	5	3.65%
neutral	14	10.22%
slightly satisfied	17	12.41%
satisfied	71	51.82%
greatly satisfied	30	21.90%
Total Responses	137	
Satisfaction Average	5.8	
5. My expectation for good results from the Incredible Years program is...		
		Total Cases
	N	%
very pessimistic	0	0.00%
pessimistic	0	0.00%
slightly pessimistic	0	0.00%
neutral	14	15.56%
slightly optimistic	0	0.00%
optimistic	76	84.44%
very optimistic	0	0.00%
Total Responses	90	
Satisfaction Average	5.7	

	N	%
hindered much more than helped	0	0.00%
hindered much more than helped	0	0.00%
hindered slightly	0	0.00%
neither helped nor hindered	12	8.76%
helped slightly	31	22.63%
helped	66	48.18%
helped very much	28	20.44%
Total Responses	137	
Satisfaction Average	5.8	
6. I feel that the approach used to change my child's behavior problem in this program is...		
		Total Cases
	N	%
very inappropriate	0	0.00%
inappropriate	0	0.00%
slightly inappropriate	1	0.74%
neutral	7	5.15%
slightly appropriate	7	5.15%
appropriate	76	55.88%
greatly appropriate	45	33.09%
Total Responses	136	
Satisfaction Average	6.2	

7. Would you recommend this program to a friend or relative?		
		Total Cases
	N	%
strongly not recommend	0	0.00%
not recommend	0	0.00%
slightly not recommend	0	0.00%
neutral	3	2.19%
slightly recommend	5	3.65%
recommend	33	24.09%
strongly recommend	96	70.07%
Total Responses	137	
Satisfaction Average	6.6	

8. How confident are you that you will be able to manage current behavior problems in this home on your own?		
		Total Cases
	N	%
very unconfident	1	0.74%
unconfident	0	0.00%
slightly unconfident	3	2.21%
neutral	4	2.94%
slightly confident	17	12.50%
optimistic	70	51.47%
very confident	41	30.15%
Total Responses	136	
Satisfaction Average	6.0	

9. How confident are you that you will be able to manage future behavior problems in the home using what you learned from this program?		
		Total Cases
	N	%
very unconfident	2	1.46%
unconfident	0	0.00%
slightly unconfident	2	1.46%
neutral	8	5.84%

10. My overall feeling about achieving my goals in this program for my child and family is...		
		Total Cases
	N	%
very negative	0	0.00%
negative	0	0.00%
slightly negative	1	0.73%
neutral	5	3.65%

slightly confident	10	7.30%
optimistic	69	50.36%
very confident	46	33.58%
Total Responses	137	
Satisfaction Average	6.0	

slightly positive	10	7.30%
positive	64	46.72%
very positive	57	41.61%
Total Responses	137	
Satisfaction Average	6.2	

The responses to the satisfaction survey indicate an overall satisfaction rate of 91.97%. The lowest satisfaction rate was related to the parent’s expectations of good results (question 5) at 84.44% and the highest satisfaction rate was related to the parent indicating that they would recommend the program (question 7) with 98.53%. The satisfaction rate is based on the number of replies that specify the top three satisfaction responses. A summary of the satisfaction rate for each question of the survey is listed in the table below.

Basic Parent Satisfaction Rate

	Satisfaction
Question 1: Original problem	91.18%
Question 2: Child’s problems	91.24%
Question 3: Progress	86.13%
Question 4: Personal problems	91.24%
Question 5: Expectations	84.44%
Question 6: Approach	94.12%
Question 7: Recommend	98.53%
Question 8: Current behavior	94.12%
Question 9: Future behavior	91.24%
Question 10: Overall goals	95.62%
Overall	91.97%

Parenting Scale

“The Incredible Years Parent Scale is designed to measure dysfunctional discipline practices. The scale targets specific aspects of parental discipline practice rather than providing a global measure of such attitudes and beliefs. The measure contains three subscales: Laxness, Over-reactivity and Verbosity. Responses are made using a 7-point scale anchored between two alternative responses to a situation, where a score of 7 represents the highest score in terms of *ineffectiveness* and a score of 1 represents the lowest score in *effectiveness*.” (Arnold, O’Leary, Wolff & Acker, 1993) According to this definition, lower scores indicate effective discipline practices.

The Laxness factor includes 11 items related to the way in which parents give in, allow rules to go unenforced, or provide positive consequences for misbehavior. The following questions are included in the factor: 7, 8, 12, 15, 16, 19, 20, 21, 24, 26, 30.

The Over-reactivity factor includes 10 items which address mistakes in discipline such as displays of anger, meanness, and irritability. The following questions are included in this factor: 3, 6, 9, 10, 14, 17, 18, 22, 25, 28.

The Verbosity factor includes 7 items which address lengthy verbal responses and reliance on talking even when talking is ineffective. The following questions are included in this factor: 2, 4, 7, 9, 11, 23, 29.

Four items on the parenting scale are not included in the three subscale factors. The following questions are not included in the above factors: 1, 5, 13, 27.

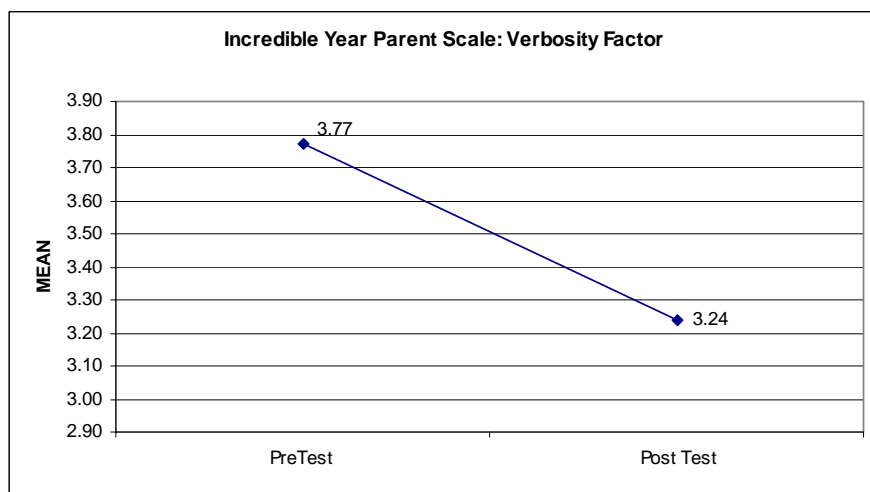
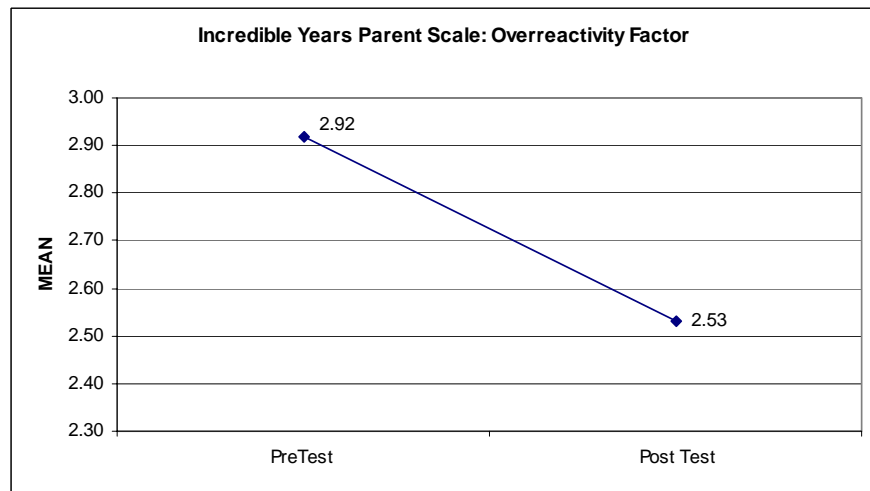
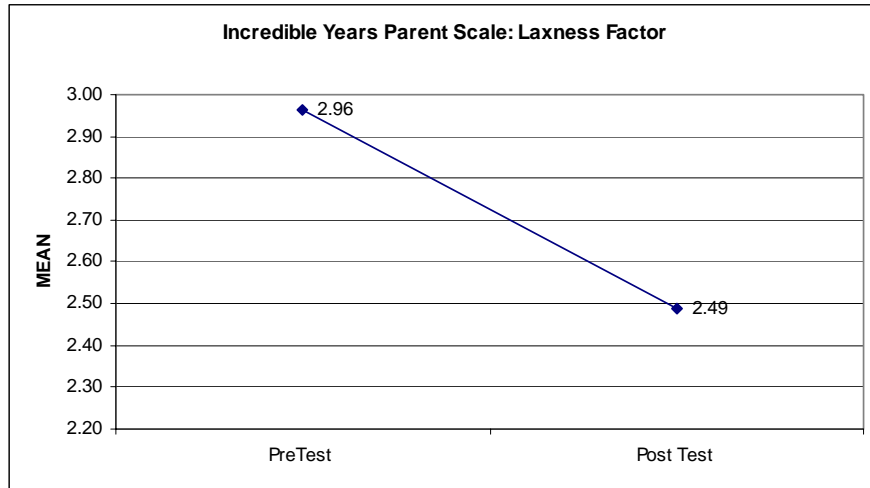
A comparison of the pre test mean and the post test mean for the overall parenting scale and for each of the three subscales indicates that there was statistically significant change from the pre test mean to the post test mean for the overall parenting scale and all three of the subscales.

The following Tables and Graphs summarize the statistics and the responses of the pre and post tests for the three subscale factors: Laxness, Over reactivity, and Verbosity (lower scores indicate higher effectiveness).

Parenting Scale Summary Table

Factors	PreTest (n=122)		Post Test (n=88)		Statistically Significant Change
	Mean	SD	Mean	SD	
Laxness	2.96	0.96	2.49	0.73	yes
Overreactivity	2.92	0.90	2.53	0.90	yes
Verbosity	3.77	1.07	3.24	0.90	yes
Overall (includes questions that do not fit into any of the factors)	3.17	0.74	2.74	0.69	yes

Parenting Scale Comparison Graph



Parenting Scale Individual Question Comparison

Question Number	Factor	Description of the Question	Average Effectiveness	
			PRE	POST
1		Response Time when my child misbehaves	2.32	1.92
2	V	Before I do something about a problem...	4.63	4.19
3	O	When I'm upset or under stress...	4.04	3.34
4	V	When I tell my child NOT to do something...	4.23	3.74
5		When my child pesters me...	4.09	3.08
6	O	Argumentative reaction	2.97	2.59
7	L,V	Follow through when I threaten to do things	3.16	2.65
8	L	Limitations for my child	2.49	2.08
9	O, V	Discussion with child when they misbehaves	3.01	2.45
10	O	Tone of voice when my child misbehaves	4.28	3.56
11	V	Discipline reaction time	3.65	3.28
12	L	Firmness	2.47	2.01
13		Awareness when my child is out of sight	2.42	2.26
14	O	Holding grudges	2.18	2.11
15	L	Consistency	2.90	2.68
16	L	When my child does something I don't like...	3.11	2.85
17	O	When there's a problem with my child...	2.92	2.61
18	O	Physical Punishment	2.43	2.18
19	L	When my child doesn't do what I ask...	3.67	3.05
20	L	When I give a fair threat or warning...	3.26	2.78
21	L	If saying "no" doesn't work...	2.93	2.51
22	O	Reaction when my child misbehaves...	3.80	3.13
23	V	Discussion when my child misbehaves...	4.48	3.95
24	L	If my child misbehaves and then acts sorry...	3.35	3.13
25	O	Bad Language	2.06	1.83
26	L	When I say my child can't do something...	2.64	2.10
27		When I have to handle a problem...	4.25	3.97
28	O	Verbal Discipline	1.49	1.43
29	V	If my child talks back to me...	3.26	2.60
30	L	If my child gets upset when I say "no"...	2.55	1.87

DINA (Small Group) Treatment Program

Parents of children participating in the DINA Small Group therapy were asked to complete a DECA assessment prior to the start and at the conclusion of small group sessions. Sites that submitted data for 123 children (65.85% of the children were male and 34.15% female).

120 children served (97.56% of reported cases) had initial scores and 54 children served (43.90% of reported cases) had closing scores for the DECA assessment. 51 parents (41.46% of reported cases) provided both initial and closing assessments.

The summary of results for all 51 matched pre and post tests completed by parents include a comprehensive look at the overall mean of all matched pre and post tests and the number of clients who scored in the atypical range on four different scales assessed in the DECA. Atypical scores range from 28-40 on the Protective and Total Protective Factors Scales and 60-72 on the Behavioral Concerns Scale. Positive Significant change of the clients who fell within the atypical range was determined by comparing the values on the pre and post test scores. Significant improvement was determined for each client by examining the T values on tables 4.3-4.5 in the Devereux Early Childhood Assessment User's Guide.

51 parents had matched pre and post tests on the **DECA**. On the Total Protective Factor Scale, the parents had an overall mean of 47.08 on the pre test and 52.10 on the post test, this change was statistically significant. 16 (31.37%) of the youth had scores in the atypical range on the pre test and 9 (17.65%) had scores in the atypical range on the post test. Parents reported that 7 (13.73%) of the youth had clinically significant improvement between the pre test and the post test.

On the Behavioral Concerns Scale, parents had an overall mean of 59.57 on the pre test and 57.39 on the post test; this change was not statistically significant. 31 (60.78%) of the youth scored in the atypical range on the pre test and 26 (50.98%) scored in the atypical range on the post test. Parents reported that 3 (5.88%) of the youth had clinically significant improvement between the pre test and the post test scores.

A summary of the results of the DECA assessments are listed in the table below:

Matched Pre Test and Post Test Summary of Results

DECA Summary		Parent	
		Pre	Post
Protective Factor A (Initiative)	Overall Mean (clients with both pre and post test)	48.59	52.76
	# of clients scoring in Atypical Range (28-40)	15	7
	% of clients scoring in Atypical Range	29.41%	13.73%
	# of clients with clinically significant improvement	2	
	% of clients with clinically significant improvement	3.92%	
Protective Factor B (Self Control)	Overall Mean (clients with both pre and post test)	47.55	53.55
	# of clients scoring in Atypical Range (28-40)	15	6
	% of clients scoring in Atypical Range	29.41%	11.76%
	# of clients with clinically significant improvement	8	
	% of clients with clinically significant improvement	15.69%	
Protective Factor C (Attachment)	Overall Mean (clients with both pre and post test)	48.24	52.88
	# of clients scoring in Atypical Range (28-40)	15	10
	% of clients scoring in Atypical Range	29.41%	19.61%
	# of clients with clinically significant improvement	3	
	% of clients with clinically significant improvement	5.88%	
Total Protective Factors	Overall Mean (clients with both pre and post test)	47.08	52.10
	# of clients scoring in Atypical Range (28-40)	16	9
	% of clients scoring in Atypical Range	31.37%	17.65%
	# of clients with clinically significant improvement	7	
	% of clients with clinically significant improvement	13.73%	
Overall Behavioral Concerns	Overall Mean (clients with both pre and post test)	59.57	57.39
	# of clients scoring in Atypical Range (60-72)	31	26
	% of clients scoring in Atypical Range	60.78%	50.98%
	# of clients with clinically significant improvement	3	
	% of clients with clinically significant improvement	5.88%	

Classroom DINA Program

The 94 classrooms had a total of 1571 children participating in the classroom (average of 16.7 children per classroom).

The satisfaction survey was based on a 5 point scale with a range from 1 (*not at all*) to 5 (*very*). A summary of the satisfaction survey responses are listed in the tables below. The tables identify the question, the number of replies for each response, and the percentage of replies for each response based on the total number of responses to the question.

Classroom DINA Teacher Satisfaction Survey Summary Tables

1. How easy was it to integrate the Dina School Program into your regular curriculum?		
	N	%
Not at all	0	0.00%
Not easy	0	0.00%
Neutral	5	4.59%
Easy	13	11.93%
Very Easy	91	83.49%
Total	109	
Average Satisfaction	4.8	

2. How well did the Dina School Program meet your goals for social and emotional development?		
	N	%
Not at all	0	0.00%
Somewhat not met	1	0.92%
Neutral	6	5.50%
Somewhat met	15	13.76%
Goals met very well	87	79.82%
Total	109	
Average Satisfaction	4.7	

3. How well did the Dina School Program meet your goals for enhancing academic skills?		
	N	%
Not at all	4	3.74%
Somewhat not met	2	1.87%
Neutral	40	37.38%
Somewhat met	16	14.95%
Goals met very well	45	42.06%
Total	107	
Average Satisfaction	3.9	

4. How involved were your children's parents in the Dina School Program?		
	N	%
Not at all	42	40.00%
Not very involved	3	2.86%
Neutral	39	37.14%
Somewhat Involved	15	14.29%
Most were very involved	6	5.71%
Total	105	
Average Satisfaction	2.4	

5. Did you think the content and activities of the program were developmentally appropriate and individualized as needed?		
	N	%
Not at all	0	0.00%
Very slightly	0	0.00%
Neutral	2	1.83%
Somewhat	10	9.17%
Definitely	97	88.99%
Total	109	
Average Satisfaction	4.9	

6. How helpful were the group leaders?		
	N	%
Not at all	0	0.00%
Not very helpful	0	0.00%
Neutral	0	0.00%
Somewhat helpful	4	3.67%
Very supportive	105	96.33%
Total	109	
Average Satisfaction	5.0	

The responses to the teacher satisfaction survey indicate an overall satisfaction rate of 77.78%. The lowest satisfaction rate was related to parent involvement (question 4) at 20.00% and the highest satisfaction rate was related to the group leader (question 6) with 100%. The satisfaction rate is based on the number of replies that specify the top two satisfaction responses. A summary of the satisfaction rate for each question of the survey is listed in the table below.

Teacher Satisfaction Rate

	Satisfaction
Question 1: Integration	95.41%
Question 2: Development	93.58%
Question 3: Academic Skills	57.01%
Question 4: Parents	20.00%
Question 5: Appropriateness	98.17%
Question 6: Group Leader	100%
Overall Satisfaction	77.78%

Teacher Classroom Management Program

The satisfaction survey was based on a 7 point scale with a range from 1 (*lowest satisfaction level*) to 7 (*highest satisfaction level*). A summary of the satisfaction survey responses are listed in the tables below. The tables identify the question, the number of replies for each response, and the percentage of replies for each response based on the total number of responses to the question.

Teacher Classroom Management Satisfaction Survey Summary Tables

1. The target child's behavior that I developed a behavior plan for is (are):	N	%
Considerably worse	0	0.00%
worse	0	0.00%
slightly worse	0	0.00%
the same	1	5.00%
slightly improved	8	40.00%
improved	8	40.00%
greatly improved	3	15.00%
Total	20	
Average Satisfaction	5.7	

2. Other children's problems which I/we have tried to change using the methods presented in this workshop are:	N	%
Considerably worse	0	0.00%
worse	0	0.00%
slightly worse	0	0.00%
the same	0	0.00%
slightly improved	14	70.00%
improved	5	25.00%
greatly improved	1	5.00%
Total	20	
Average Satisfaction	5.4	

Teacher Classroom Management Satisfaction Survey Summary Tables (continued)

3. My feelings about my current children's progress are that I am:		
	N	%
Very dissatisfied	0	0.00%
Dissatisfied	0	0.00%
Slightly dissatisfied	0	0.00%
Neutral	0	0.00%
Slightly satisfied	3	15.00%
Satisfied	13	65.00%
Greatly satisfied	4	20.00%
Total	20	
Average Satisfaction	6.1	

4. My expectations for good results from this workshop is:		
	N	%
Very pessimistic	0	0.00%
Pessimistic	0	0.00%
Slightly Pessimistic	0	0.00%
Neutral	1	5.00%
Slightly Optimistic	3	15.00%
Optimistic	12	60.00%
Greatly Optimistic	4	20.00%
Total	20	
Average Satisfaction	6.0	

5. I feel that the approach used to change children's behavior problems in this workshop is:		
	N	%
Very inappropriate	0	0.00%
Inappropriate	0	0.00%
Slightly inappropriate	0	0.00%
Neutral	0	0.00%
Slightly Appropriate	0	0.00%
Appropriate	17	85.00%
Greatly Appropriate	3	15.00%
Total	20	
Average Satisfaction	6.2	

6. Would you recommend this workshop to another teacher?		
	N	%
Strongly not recommend	0	0.00%
Not recommend	0	0.00%
Slightly not recommend	0	0.00%
Neutral	0	0.00%
Slightly Recommend	0	0.00%
Recommend	14	70.00%
Strongly Recommend	6	30.00%
Total	20	
Average Satisfaction	6.3	

7. How confident are you that you will be able to manage current behavior problems in your classroom?		
	N	%
Very Unconfident	0	0.00%
Unconfident	0	0.00%
Slightly unconfident	0	0.00%
Neutral	0	0.00%
Slightly confident	0	0.00%
Confident	16	80.00%
Greatly confident	4	20.00%
Total	20	
Average Satisfaction	6.2	

8. How confident are you that you will be able to manage future behavior problems in your classroom?		
	N	%
Very Unconfident	0	0.00%
Unconfident	0	0.00%
Slightly unconfident	0	0.00%
Neutral	0	0.00%
Slightly confident	0	0.00%
Confident	16	80.00%
Greatly confident	4	20.00%
Total	20	
Average Satisfaction	6.2	

Teacher Classroom Management Satisfaction Survey Summary Tables (continued)

9. My overall feeling about achieving my goal in this workshop for my children and classroom is:		
	N	%
Very negative	0	0.00%
Negative	0	0.00%
Slightly negative	0	0.00%
Neutral	0	0.00%
Slightly Positive	0	0.00%
Positive	17	85.00%
Greatly positive	3	15.00%
Total	20	
Average Satisfaction	6.2	

The responses to the teacher satisfaction survey indicate an overall satisfaction rate of 98.89%. The satisfaction rate is based on the number of replies that specify the top three satisfaction responses. A summary of the satisfaction rate for each question of the survey is listed in the table below.

Teacher Satisfaction Rate

	%
Question 1: Developed behavior plan	95.00%
Question 2: Methods presented in workshop	100.00%
Question 3: Child's progress	100.00%
Question 4: Expectation for good results	95.00%
Question 5: Approach used to change behavior	100.00%
Question 6: Recommend the workshop	100.00%
Question 7: Manage current behavior	100.00%
Question 8: Manage future behavior	100.00%
Question 9: Achieved goals	100.00%
Overall Satisfaction	98.89%

References

Arnold, O'Leary, Wolff & Acker (1993). The Parenting Scale: A Measure of Dysfunctional Parenting in Discipline Situations. *Psychological Assessment*, 5, 137-144.