

Summary of Incredible Years Parent Program – FY 2009

Classes conducted by Child Guidance staff of the Tulsa City-County Health Department

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The Incredible Years Parent Program is a 12 to 16 week evidence-based program for parents of children 0 to 8 years of age. The focus of the program is strengthening positive and nurturing parenting skills, as well as reducing challenging behaviors in children and increasing their social and self-control skills.

Classes were conducted by staff from the Child Guidance Clinic in the Tulsa City-County Health Department.

Incredible Years Parent Program Classes		
Class Location	Class Time	# Participants
Boston Avenue Church	Fall 2009	10
Card Head Start	Fall 2009	12
Card Head Start – Catoosa	Spring 2010	14
Catholic Charities	Spring 2010	15
Catholic Charities – Spanish class	Spring 2010	5
NACT Head Start	Fall 2009	11
Skelly Head Start	Fall 2009	7

PARTICIPANT DEMOGRAPHICS

Response – 74 adult participants

Gender	#	%	Relationship to Child	#	%
Female	55	74%	Biological parents	65	88%
Male	19	26%	Grandparents	4	5%
Race/Ethnicity			Adoptive parents	2	3%
African American	2	3%	Step-parents	2	3%
American Indian	12	16%	Parent's partner	1	1%
Hispanic	11	15%	Child's Primary Caregiver		
White	44	59%	Yes	68	92%
Other	5	7%	No	6	8%
County of Residence			Months (in past year) child lived with participant		
Creek	2	3%	Twelve	55	81%
Rogers	11	15%	Seven	2	3%
Tulsa	52	70%	Five	2	3%
Wagoner	9	12%	Two	2	3%
			None	7	10%

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Relationship Status	#	%	Employment Status	#	%
Married	44	63%	Working full time	18	28%
Single	10	14%	Working part time	13	20%
Separated	5	7%	Not working by choice	10	15%
Living together	4	6%	Unable to work	10	15%
Divorced	4	6%	Not working but job seeking	8	12%
Widowed	3	4%	Student	3	5%
Educational Level			Retired	2	3%
Completed 8th grade or less	4	6%	In a recovery program	1	2%
Completed 9th, 10th or 11th grade	8	12%			
High school graduate or GED	16	24%			
Completed some college	15	23%			
Technical or trade school graduate	12	18%			
College graduate - 2 year degree	2	3%			
College graduate - 4 year degree	7	11%			
Post college graduate	2	3%			

Response – 55 households

Household income	#	%	Does child receive Medicaid?	#	%
Less than \$10,000	12	24%	Yes	24	44%
\$10,001 - \$20,000	13	26%	No	31	56%
\$20,001 - \$30,000	9	18%	Does child receive WIC?		
\$30,001 - \$40,000	10	20%	Yes	35	64%
\$40,001 - \$50,000	1	2%	No	20	36%
\$50,001 - \$60,000	4	8%	Does family receive unemployment?		
More than \$60,001	1	2%	Yes	5	9%
Does caregiver receive TANF?			No	50	91%
Yes	2	4%	Does family receive housing assistance?		
No	53	96%	Yes	10	18%
Does caregiver receive food stamps?			No	45	82%
Yes	25	45%	Does family receive energy assistance?		
No	30	55%	Yes	1	2%
Does caregiver receive job training assistance?			No	54	98%
Yes	0	0%	Does family qualify for free/reduced school meals?		
No	55	100%	Yes	14	25%
Does family receive social security?			No	41	75%
Yes	4	7%			
No	51	93%			

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Response – 57 children that were the focus of adult participation

Age of child	#	%	Does child have ADHD?	#	%
2 years or less	10	18%	Yes	2	4%
3 years	14	25%	No	39	87%
4 years	18	32%	Maybe	4	9%
5 years	11	19%	Does child have a language delay?		
6 to 8 years	2	4%	Yes	4	9%
9 years or older	2	4%	No	39	87%
Gender of child			Maybe	2	4%
Female	28	49%	Does child have a learning problem?		
Male	29	51%	Yes	1	2%
Primary language spoken in household			No	41	91%
English	47	82%	Maybe	3	7%
Spanish	9	16%	Does child have a physical handicap?		
Amharic (Ethiopia)	1	2%	Yes	0	0%
# of other children in household			No	45	100%
No other children	16	30%	Does child have a vision or hearing impairment?		
1 other child	25	46%	Yes	0	0%
2 other children	8	15%	No	44	98%
3 other children	4	7%	Maybe	1	2%
4 other children	1	2%	Does child have an emotional/behavioral problem?		
Does child take medications on a regular basis?			Yes	6	13%
Yes	4	8%	No	28	62%
No	45	92%	Maybe	11	24%

RESULTS

Parents were asked to complete the Social Competence Scale for Parents (P-COMP) and the Parenting Stress Index Short Form (PSI-SF) both before the first class and after the last class. These were used to measure the effects of treatment.

The P-COMP is a 12-item measurement tool that the parent completes to assess a child's pro-social behaviors, communication skills, and self control. Items on the scale state a behavior a child may display in a social setting, and parents mark responses on how well the statement describes the child. Responses are coded on a five point Likert scale (0-Not at all, 1-A little, 2-Moderately well, 3-

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Well, 4-Very well). The P-COMP contains a Pro-social Communication Skills subscale and an Emotional Regulation Skills subscale, as well as an overall scale.

The PSI-SF takes 36 items from the 120 items on the original PSI. Parents are asked to rate each item on a 5-point Likert scale (5-Strongly Agree, 4-Agree, 3-Not Sure, 2-Disagree, and 1-Strongly Disagree) in order to assess their parenting stress. As well as an overall score, the PSI-SF contains the following subscales: Parental Distress, Parent-Child Dysfunctional Interaction, and Difficult Child.

For both the P-COMP and the PSI-SF, each subscale and the total score were calculated as a mean of responses. For the P-COMP, an increase in the mean shows a positive effect, and for the PSI-SF, a decrease in the mean shows a positive effect. A paired t-test of means with a *p* value of .05 was calculated to determine statistical significance between pre and post scores. The following table shows the means, t-test value and *p* value for each subscale and the total scale.

P-COMP – 33 Matched Pairs

	Pre Test Mean	Post Test Mean	t-test	<i>p</i> value
Pro-social/Communication Skills	12.94	15.94	-3.584	.001
Emotional Regulation Skills	9.21	13.30	-5.803	.000
Total Score	22.15	29.24	-5.201	.000

PSI-SF – 24 Matched Pairs

	Pre Test Mean	Post Test Mean	t-test	<i>p</i> value
Parental Distress	29.08	24.71	2.519	.019
Parent-Child Dysfunctional Interaction	21.29	19.21	1.251	.224
Difficult Child	32.67	25.63	4.619	.000
Total Stress	83.04	69.54	3.173	.004

For the P-COMP, all three scales had a statistically significant difference in pre and post means, showing that after the Incredible Years Parent classes, parents believed their child had better emotional regulation skills as well as pro-social and communication skills. For the PSI-SF, two of the subscales and the total scale had a statistically significant difference in pre and post means, showing that after the Incredible Years Parent classes, parents felt that their child was not as difficult, and that their stress levels had decreased. Although there was not a statistically significant difference in means for the Parent-Child Dysfunctional Interaction, this may have been due to parents feeling their relationship with their child was a positive one before classes began.

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SATISFACTION

Satisfaction questionnaires were administered at the end of the Incredible Years Parent Program. Responses were coded on a 7-point Likert Scale, with 1 being the lowest and 7 being the highest score. The table below shows the mean scores for class, parent type and an overall score.

	The Overall Program	Difficulty of Teaching Format	Usefulness of Teaching Format	Difficulty of Specific Parenting Techniques	Usefulness of Specific Parenting Techniques
Boston Avenue Church	6.2	6.1	5.6	5.8	6.1
CARD Head Start	6.3	5.8	6.6	5.5	6.5
CARD Head Start - Catoosa	6.6	6.5	6.6	6.1	6.5
Catholic Charities	6.2	5.3	5.9	5.6	5.7
Catholic Charities - Spanish class	6.3	5.3	6.6	4.9	6.1
NACT Head Start	5.9	5.7	6.2	5.6	6
Skelly Head Start	6.6	6.6	6.6	6.1	6.6
Moms	6.3	5.8	6.5	5.6	6.2
Dads	6.1	5.3	5.7	5.1	6.1
Grandparents	6.7	6.7	6.5	6.3	6.7
Overall Score	6.3	5.8	6.3	5.6	6.3

Selected Additional Comments from Satisfaction Surveys

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

Child led play (5)

Learning creative, descriptive praise (5)

The group discussion (4)

The whole program was helpful/All of it (4)

Time out (3)

How to ignore bad behavior (3)

Sharing experiences with other parents (2)

Having a book to go along with the program (2)

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The videos and charts

Learning how to make play more developmental for the child

The teachers actually listen and seem interested in us and our problems

Listening to the teachers then role-playing what was taught

Learning to let the child express their own ideas and imagination skills

My goal was to be on the same parenting page as the child's parents – this program helped!

Spending time with my wife and children

The sharing, eye contact with child, listening, all in all, all of the classes were very helpful

Having group sessions with hands on exercises

Using stickers and privileges when I give my child orders

Remembering to build up our piggy bank and my children will improve their behavior

Learning parenting skills

2. What did you like most about the program?

The entire program (9)

Group discussion (7)

Learning different ways to do things (4)

Being with others with the same issues (3)

Learning to use play and time out (2)

Spending more family time together (2)

Hearing feedback (2)

Praise (2)

The appropriateness of the program to the needs I have

Interacting with others

How it has helped my child!

Sticker charts

It helped me be a better mother

Role playing

The classes are held at my child's school

The therapists – they were cheerful, well-informed, non-judgmental and all-around helpful

3. What did you like least about the program?

The paperwork/homework (2)

That the sessions are finished/classes ended (2)

The video vignettes

The session was too short

That the sessions were held on Monday nights (football)

Having to get up to go to the classes

Sitting for so long

The context was not very helpful

How some parents thought they were better than others

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4. What part of the program was least helpful to you?

The video vignettes (4)

Praise (3)

Spent too much time on play

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

The videos could use captions – sometimes it was hard to hear the parents in the tapes

More role-play

More time spent on dealing with how to handle certain bad behaviors

Classes later in the day

More handouts

Would love to have a refresher class every few months

6. During the time you were in this program, did you receive any other type of treatment for yourself or your child?

Yes (3)

In treatment for a past relationship

My child had gone to a therapist for behavioral problems, but we have finished the sessions and my child is improving

How to deal better with problems (taking deep breaths)

Time out

Potty training

7. At this time, do you feel the need for additional individual or group therapy? Please elaborate.

A reminder meeting would be nice

Yes – to learn more

Possibly – my middle child is having self-esteem issues

Yes – for my child's exposure to sexuality from another child

Yes – for our foster child we have sought additional counseling

I feel the need for additional group therapy to learn about bad behavior

For all of us to regroup

**For more information or if you have any questions about this report,
please contact the Child Guidance Service at the
Oklahoma State Department of Health at (405) 271-4477.**

