The Incredible Years 2011-2012

Annual Report

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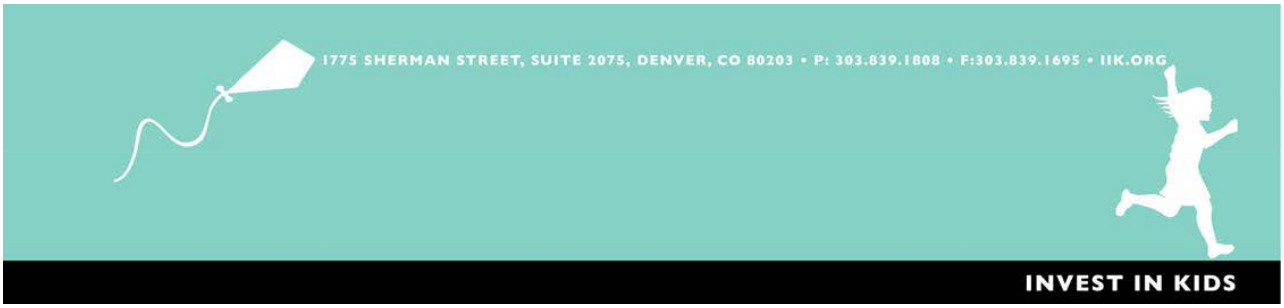

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Executive Summary

Program Overview

The Incredible Years is an evidence-based program implemented in school- and community-based settings and includes: 1) a teacher-implemented program called Dinosaur School that engages young students in social competence skill-building throughout the school year, and 2) a 14-session BASIC Parent Training program that helps parents increase their positive parenting practices. Invest in Kids supports the quality implementation and sustainability of The Incredible Years throughout Colorado by providing expert consultation, training, coaching, data monitoring, and fidelity tracking in order to help support continuous quality improvement.

Evaluation Results

Dinosaur School

- 6,262 students participated in Dinosaur School in 2011-2012 and 399 teachers completed self-report and child-report surveys as part of the evaluation.
- Students demonstrated a statistically significant increase in social competence as reported by their teachers from the beginning to the end of the school year (N=5,431).
- The mean global fidelity rating for 92% of teachers receiving fidelity observation ratings during the school year met or exceeded acceptable levels of adherence to the program model.
- Teachers reported a statistically significant increase from the beginning to the end of the school year in having "the tools necessary to prevent and address most challenging behavior" and "confidence in my ability to manage behavioral issues that may arise in my classroom," and a significant decrease in "stress associated with teaching."

BASIC Parent Training Program

- 393 parents attended 44 programs during the 2011-2012 school year.
- Parents reported statistically significant gains in their child's social competence from the beginning to the end of their participation in the program (N=204).
- Parents' self-reported positive parenting practices significantly increased and their negative parenting practices significantly decreased from the beginning to the end of their participation in the program (N=161).
- 98% of parents said they would recommend the program to a friend or relative.

Introduction

Invest in Kids was founded in 1999 with the mission to improve the health and well-being of young children throughout Colorado. This mission is accomplished by investing in the implementation of evidence-based programs (EBPs) proven to be effective in promoting positive outcomes for children, by building local capacity to implement EBPs with quality, and by serving as an intermediary between research and practice to ensure that successful community-based efforts are sustainable.

The unique role of Invest in Kids as a community partner promotes local sustainability by providing many of the support functions required for effective implementation,[1] including assessment of site readiness, training, coaching, data monitoring, fidelity tracking, and an emphasis on continuous quality improvement in order to fully replicate evidence-based programs in community-based settings. For the 2011-2012 evaluation of The Incredible Years, Invest in Kids partnered with The Implementation Group, an evaluation and consultation firm with expertise in evidence-based practice, implementation science, and evaluation of community-based programs and practices.[2]

The Incredible Years

The Incredible Years is made up of three distinct units that work together to achieve outstanding outcomes for children: the BASIC Early Childhood Parent Program (strengthens positive parenting skills), Dinosaur School Curriculum (skill building for children, taught in classrooms), and Teacher Classroom Management (teaches proven classroom management strategies). Each of the three units can be implemented independently or in conjunction with any of the other units.

- The **BASIC Early Childhood Parent Program** is delivered through a series of 14 weekly parent group sessions (with dinner and child care provided to eliminate barriers to participation). Two trained co-leaders guide the group of 10-18 parents as they learn strategies for playing with and praising their children, setting effective limits, and partnering with teachers in their children's education, among other strategies and skills. Methods of instruction include group discussion, video vignettes, role play/rehearsal, and weekly home activities.
- **Child Dinosaur Classroom Program** (a social/emotional curriculum) includes 60 different lessons which are delivered two to three times per week in every participating

[1] Fixsen, D., Naoom, S., Blase, K., Friedman, R. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

[2] www.theimplementationgroup.com

classroom. Two trained staff co-lead the lessons using life-sized puppets, engaging activities, games, and video vignettes. The lessons focus on how to solve problems, control one's anger, self-monitor one's emotions, succeed in school, and make friends.

- In the **Teacher Classroom Management** portion of the program, teachers learn how to develop positive relationships with students and families, proactive teaching, effective praise and incentives, and how to support children with challenging behaviors.

Scientific studies conducted on The Incredible Years at the University of Washington and elsewhere (both nationally and internationally) have found that children show increased academic engagement and school readiness, participating parents' parenting skills improve significantly, teachers increase their use of positive classroom management skills, children are less aggressive and more cooperative, and children increase their social competence and decrease negative behaviors and noncompliance with parents.[3]

The Incredible Years has received numerous national awards for its effectiveness in the above areas and was designated as an Exemplary I Program and a Best Practice Model by The Office of Juvenile Justice and Delinquency Prevention (OJJDP), the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Prevention, and the Family Strengthening Project. It was also designated a Blueprints Model Program by OJJDP's Center for the Study of Prevention of Violence at the University of Colorado at Boulder, and is listed as a Model Program by the National Dropout Prevention Center.

Sustained Quality Implementation

During the 2010-2011 school year, the number of students participating in the Dinosaur School Program increased from 4,417 to 6,507, representing an almost 50% increase in the number of students participating in the Incredible Years program statewide. For the 2011-2012 school year, Invest in Kids shifted the focus from the large scale-up of the previous year to streamlining the implementation support and data collection processes for the 6,500 students who were expected to participate in Dinosaur School in the 2011-2012 school year. The streamlining of implementation support and data collection processes for the current evaluation included the shift from paper and pencil survey collection with teachers to an online data collection process in which teachers completed all of the required evaluation forms online with their own unique and secure log-in mechanism through Invest in Kids' online data system.[4]

[3] Webster-Stratton, C., Mihalic, S., Fagan, A., Arnold, D., Taylor, T., & Tingley, C. (2001). Blueprints for Violence Prevention, Book Eleven: The Incredible Years: Parent, Teacher And Child Training Series. Boulder, CO: Center for the Study and Prevention of Violence.

[4] Community TechKnowledge (CTK) helped to develop and provides ongoing support to Invest in Kids' online data collection platform.

Evaluation Design

Both the Dinosaur School and Basic Parent Training programs collect descriptive information about program participants at the beginning of each program implementation, measures of participant behavior change from the beginning to the end of the program implementation, observational measures of fidelity for those implementing the program, and participant satisfaction surveys collected at the end of the program implementation. The following provides an overview of the participant variables evaluated for each program:

Dinosaur School

Since this program is implemented in a school setting, the implementer is the teacher and the participant is the student. Descriptive information about both teachers and students is collected by teachers at the beginning of the school year using the online data collection platform. Teachers also complete measures of social competence on each of their students at the end of the school year to provide information on the observed change in each student's social competence over time. Consultants from Invest in Kids conduct up to seven site visits with each classroom implementing Dinosaur School and complete a fidelity observation measure which tracks adherence to the components of the program. Finally, teachers complete a satisfaction survey at the end of the school year. The evaluation is thus able to document the number and description of participants in the program, the number and description of program implementers, the observed change in students' behavior over time, the level of adherence to the implementation protocol over time, and the experience of implementing the program as reported by teachers.

BASIC Parent Training program

At the start of each 14-week parent program, parents are asked to provide descriptive information about themselves and their child as well as a self-report of their child's social competence and their own parenting practices before the program has begun. Parents are then asked to complete the child social competence and parenting practices surveys again at the end of the program so that changes in both child and parent behavior can be measured over time. Parent group leaders receive at least two site visits from consultants at Invest in Kids in which a fidelity observation measure is completed in order to track adherence to the program's protocol. Finally, parents are asked to complete brief weekly session evaluations and an end of program evaluation to document their experience of the program and its usefulness in helping to improve their parenting practices.

Methods of analysis

In most cases, descriptive student, teacher, parent, and child data as well as satisfaction survey data were analyzed by generating frequencies and averages (mean or median values) of the data in order to describe the trends observed within these different participant groups.

For measures of pre-post behavior change, subscale and total mean scores at each time point were generated and a matched sample comparison of pre- and post-test mean scores was analyzed to determine if significant behavior changes over time were reported. In cases in which data were shown not to be normally distributed, a nonparametric Wilcoxon signed ranks comparison test was used instead of equivalent parametric tests which are appropriate for normally distributed data. For each means comparison, a field standard confidence level of $p<.05$ was used to determine if any pre-post differences were statistically significant and therefore could be considered reflective of real changes rather than being due to chance alone.

Dinosaur School

Dinosaur School Highlights

- **6,262 students** participated in Dinosaur School in 2011-2012 and **399 teachers** completed self-report and child-report surveys as part of the evaluation.
- Students demonstrated a statistically **significant increase in social competence** as reported by their teachers from the beginning to the end of the school year (N=5,431).
- The mean global fidelity rating for **92% of teachers** receiving fidelity observation ratings during the school year **met or exceeded acceptable levels of adherence** to the program model.
- Teachers reported a statistically **significant increase** from the beginning to the end of the school year in overall classroom management skills related to having "the **tools** necessary to prevent and address most challenging behavior" and "**confidence** in my ability to manage behavioral issues that may arise in my classroom," and a **significant decrease in** "**stress** associated with teaching" during the school year.

Dinosaur School is one of The Incredible Years curriculum-based programs that is designed to improve young children's social-emotional functioning and is delivered by teachers in a classroom setting to students enrolled in preschool or Kindergarten. Students are taught how to identify their feelings, use anger control strategies, and problem solve using 60 different lessons delivered two to three times weekly. The program is highly interactive and makes frequent use of dinosaur puppets that interact with the students to demonstrate the use of prosocial strategies.

Dina the Dinosaur interacting with a Dinosaur School participant

Teachers who have not previously implemented Dinosaur School are required to participate in a three-day instructional training during their first year of implementation that provides detailed instruction and opportunities to build skills related to the core components of the program. Each first- and second-year implementer is also supported by a program consultant from Invest in Kids who conducts up to seven on-site visits to observe teachers implementing the program in the classroom and to provide real-time coaching and support in service to ongoing practice improvement.

Description of Teachers

Teacher Profile forms were completed by 399 teachers at the beginning of the school year that indicated teacher age, race/ethnicity, years of experience in early childhood or elementary education, and three questions on self-reported tools, stress, and confidence levels in overall classroom management in anticipation of implementing Dinosaur School during the upcoming school year. Sixty-five percent (N=261) of those completing the Teacher Profile form reported being the Lead Teacher for a Dinosaur School classroom, while the remaining 35% (N=138) reported being an Assistant Teacher/ Paraprofessional (N=122) or Other type of in-classroom support (e.g. Counselor, Occupational Therapist, or Mental Health Therapist) (N=16).

As described in Table 1, the average age of teachers was 40.5 years, and 56% reported their race/ethnicity as Caucasian, 14% as Other Latino/Hispanic, and 6% as Mexican/Mexican American, with Multi-racial, African American, American Indian, Asian, or Other categories each representing 2% or less of the total statewide sample.

Table 1: Teacher Demographics (N=399)		
Teacher Age[5]	**Frequency**	**Mean Age**
Age in Years	372	40.5
Teacher Race/Ethnicity[6]	**Frequency**	**Percent**
African American	4	1%
American Indian	3	1%
Asian	1	0.3%
Caucasian	269	67%
Mexican/Mexican American	31	8%
Multi-Racial	11	3%
Other	5	1%
Other Latino/Hispanic	68	17%

The majority of both Lead Teachers and Paraprofessional/Other Teachers reported having at least six years of experience in early childhood or elementary education (71% and 54%, respectively), while the majority of Lead Teachers reported holding at least a Bachelor's degree (70%) compared to only 16% of Paraprofessional/Other Teachers (see Table 2).

[5] Twenty-seven teachers (7%) did not complete this survey item
[6] Seven teachers (2%) did not complete this survey item

Table 2: Years of Experience and Highest Education				
	Lead Teacher (N=261)		Paraprofessional/ Other (N=138)	
	Frequency	%	Frequency	%
Years of Experience in Early Childhood or Elementary Education[7]				
Less than 1 Year	7	3%	7	5%
1-3 Years	33	13%	32	23%
4-5 Years	35	13%	17	12%
6-10 Years	69	26%	30	22%
11 or more Years	117	45%	35	25%
Your Highest Education[8]				
GED or High School Diploma	4	2%	16	12%
Some College	40	15%	68	49%
Associates Degree	30	11%	15	11%
Bachelor's Degree	104	40%	18	13%
Master's Degree	81	31%	1	1%

Thirty-seven percent (N=148) reported first receiving their Dinosaur School training in 2009 or before, indicating that the 2011-2012 school year would be their third year implementing the program, while 22% (N=89) reported they were starting their second year implementing the program, and 22% (N=86) were first year implementers, having just completed their Dinosaur School training.

In addition, teachers were asked to report on a six-point scale (1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree) three questions about their perceived tools, stress, and confidence related to overall classroom management as a teacher at the beginning of the school year based on the following questions: 1) "I have the tools necessary to prevent and address most challenging behaviors in my classroom," 2) "I feel stress associated with teaching," and 3) "I am confident in my ability to manage behavior issues that may arise in my classroom." These questions were included to gauge the degree to which implementation of the Incredible Years curriculum may be related to teachers' perceptions of their own classroom management skills.

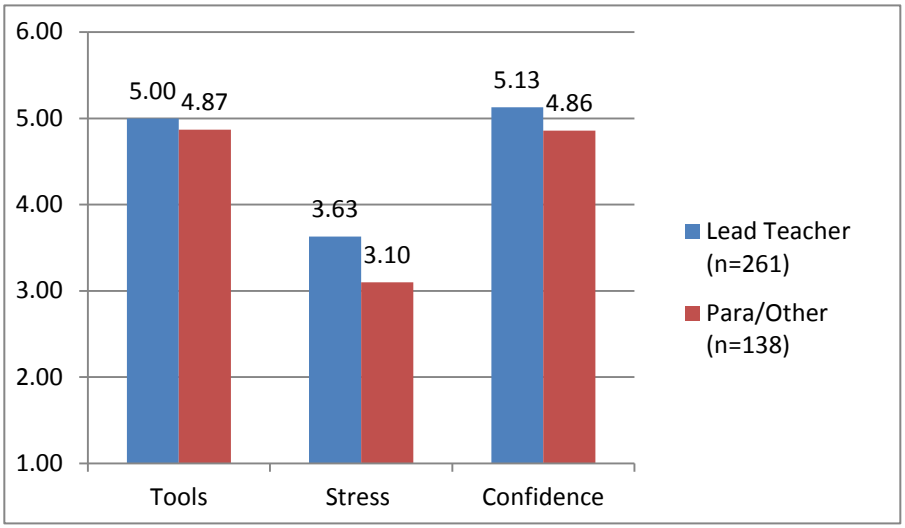
Results indicated that, on average, teachers agreed (Mean=4.96) with Question 1, meaning that they reported having the necessary tools to prevent and address most challenging behavior at the beginning of the school year. Similarly, teachers' responses to Question 3 at the beginning of the school year (Mean=5.03) indicated they felt confident in their ability to manage behavior

[7] Seventeen paraprofessional teachers (12%) did not complete this item
[8] Two lead teachers (1%) and twenty paraprofessional teachers (15%) did not complete this item

issues that might arise in their classroom. For Question 2 regarding stress associated with teaching, the mean rating indicated a mixed result from slightly disagree to slightly agree (Mean =3.45) for all teachers at the beginning of the school year.

There were no significant differences found between first year, second year, and third year and beyond teachers for these three questions. However, there were significant differences ($p<.05$) found between Lead Teacher and Paraprofessional/Other Teacher respondents, with Lead Teachers being more likely to report feeling confident in their overall teaching abilities, but also experiencing more stress associated with teaching, compared to their Paraprofessional/Other Teacher counterparts (see Figure 1). The difference in mean ratings for having the necessary tools, as indicated in Question 1, was not statistically significant for the two groups.

Figure 1: Pre-Test Report by Teacher Type regarding Tools, Stress, and Confidence

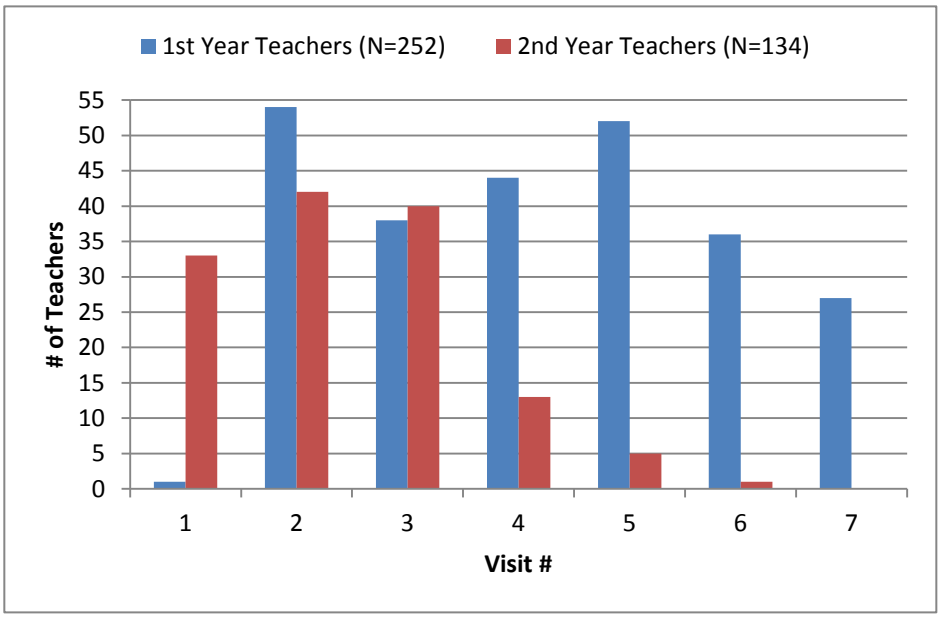


Teacher Fidelity to the Dinosaur School Program Model

As part of the ongoing support that Invest in Kids provides to teachers implementing the Dinosaur School program, each classroom implementing the program for either their first or second year receives up to seven visits during the school year from an Invest in Kids program consultant. During these visits, consultants provide support to teachers and reinforce skill acquisition based on the initial training received. Dinosaur School teachers implementing for their second year have the advantage of a prior year of implementation experience compared to first year implementers, and therefore do not typically require as many support visits. During the 2011-2012 school year, the modal[9] number of fidelity observation/support visits that teachers received from IIK consultants was five for first year program implementers compared to three for second year program implementers. Figure 2 below indicates the number of first and second year Dinosaur School teachers who received fidelity observation/support visits for each of the seven possible visits during the school year.

[9] The mode is the number that appears most often in a set of numbers.

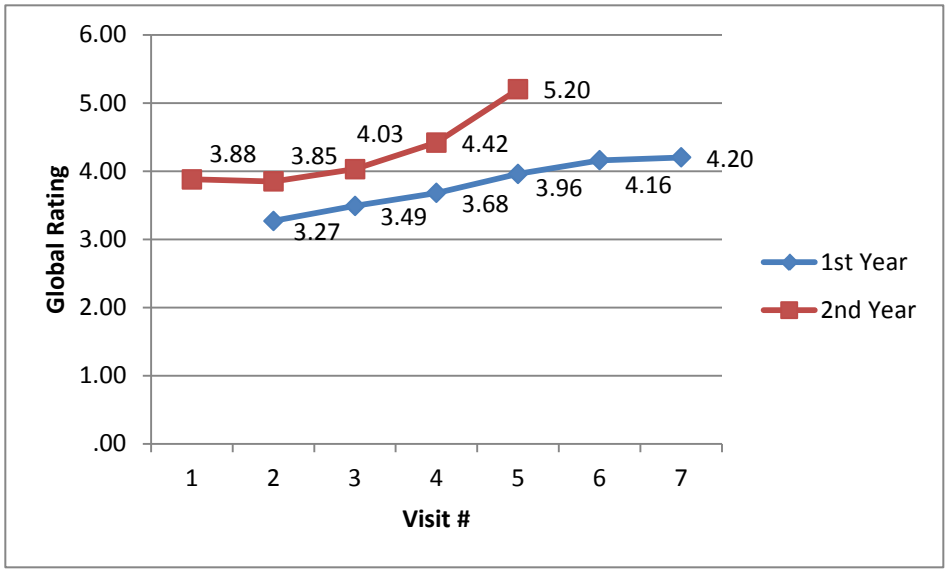
Figure 2: Fidelity Observation Count
Total # of Classrooms Observed = 117
Total # of Observations = 386



The fidelity observation measure is based on three key components of the Dinosaur School program: 1) preparing the environment, 2) promoting prosocial behavior, and 3) adhering to the program protocol. There are 16 individual items that fall within one of these three categories that Invest in Kids consultants rate, plus an overall rating for each of the three categories and one global rating for overall adherence, for a total of 20 items. Each item-level, categorical, and global rating is given a score of 0-6, with 0 indicating that the behavior did not occur, 1-2 indicating low adherence, 3-4 indicating medium adherence, and 5-6 indicating high adherence to the program model.

Figure 3 below provides the mean global fidelity ratings for both first and second year teachers at each visit. Means are not provided for visits six and seven for second year teachers since there were less than five second year teachers receiving fidelity observation ratings at each of these visits. Likewise, visit 1 included less than five first year teachers and therefore the mean is not reported for visit 1 for this group of teachers. As Figure 3 shows, second year teachers received higher global ratings at visits 2, 3, 4, and 5 than first year teachers, and these differences were statistically significant at the $p<.05$ level.

Figure 3: Global Fidelity Ratings by Teacher Year and Visit #



Based on the fidelity rating categories previously described of low quality (1-2), medium quality (3-4), and high quality (5-6) implementation of the program, only 10 teachers (9%) received average global fidelity ratings in the low quality range, while 91 (78%) received ratings in the medium quality range, and 16 (14%) received ratings in the high quality range.

Teacher Satisfaction Survey

A total of 359 teachers completed the Teacher Satisfaction Survey at post-test. This 23-item survey queried teachers about their experience implementing the Dinosaur School program over the course of the school year for the following categories: Curriculum, Training and Technical Assistance (TA), Parent Involvement and Homework, and Workload, Confidence and Stress. Teachers were also asked to comment on a few key questions about their experiences. The following provides a summary of the ratings reported by teachers in the survey categories listed above (see Appendix A for item-level results):

<u>Curriculum</u>

A large majority (84%) of teachers reported that it was “easy” or “very easy” to integrate the program into their regular curriculum. Similarly, 90% reported that the program met their goals for social and emotional development “well” or “very well.” Furthermore, 57% reported that the program met their goals for enhancing emergent literacy, reading, and writing skills, despite the fact that the Dinosaur School program is not designed to directly enhance literacy, reading, and writing skills, while 29% of teachers were “neutral” on this item.

<u>Training and Technical Assistance (TA)</u>

Nearly all teachers felt either “prepared” (43%) or “very well prepared” (48%) to implement the program on their own next year.

Parent Involvement and Homework

Teachers were mixed in their report on parent involvement in the program, with 50% reporting parents were "involved" or "very involved" and 42% reporting parents were "somewhat" involved or "neutral."

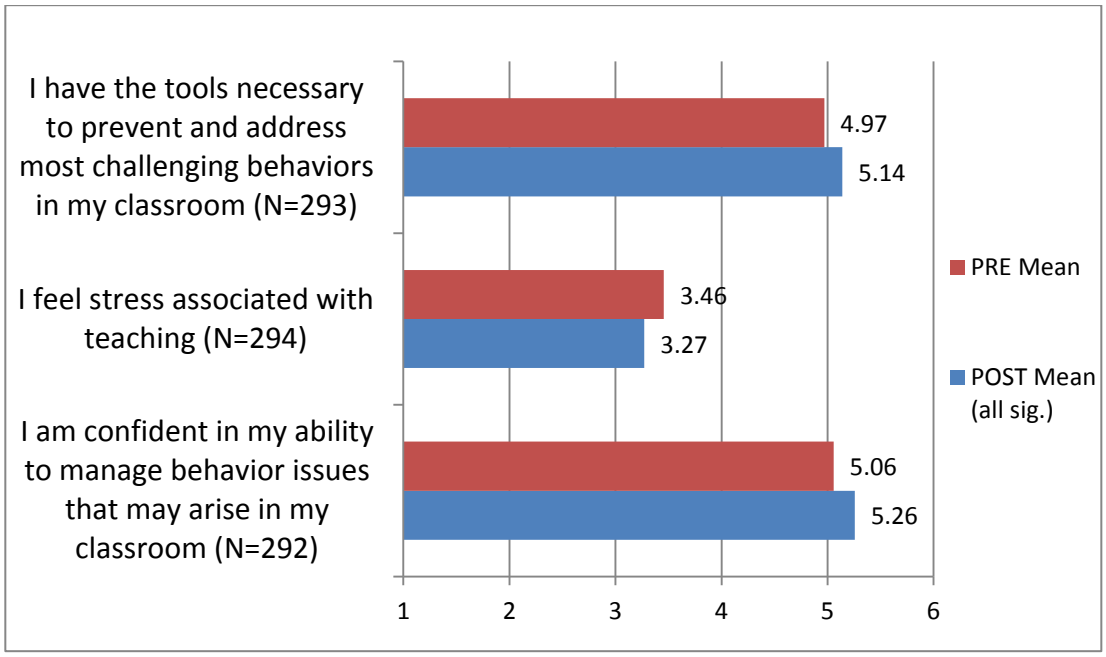
Workload, Confidence and Stress

Over half of teachers reported that the workload involved in implementing the curriculum was "realistic" (58%), while 12% thought it was "very realistic" and 21% were "neutral."

Pre-Post Change in Tools, Stress, and Confidence

There were 294 teachers who completed both the Teacher Profile form and the Teacher Satisfaction survey, allowing for pre-post comparisons of three key items that measured teachers' self-reports on having the "tools necessary to prevent and address most challenging behaviors in my classroom," feeling "stress associated with teaching," and confidence "in my ability to manage behavior issues that may arise in my classroom." For all three items, the pre-post change was in the desired direction and was statistically significant ($p<.05$) (see Figure 4).

Figure 4: Pre-Post Change for Teacher Report of Tools, Stress, and Confidence



Teacher Comments about the Dinosaur Program

Teachers who completed the Teacher Satisfaction Survey at the end of the school year were asked to share their thoughts on implementing Dinosaur School and on self-reported stress related to program implementation. Below are examples of the types of comments received from teachers:

"I like how this program helps children in solving problems. I strongly believe that we are giving children the tools to not be bullied in the future."

"I love that coaching is built into the training. My students connected so well with the puppets."

"The question is how to manage all the components with everything else we do. The overview is nice, but not structured enough. Paras are not trained in child development to the level I am."

"I do not feel that we have enough curriculum time during the day to do the program justice."

"My stress level has nothing to do with your program. The students and myself looked forward to a different change of pace."

Description of Students

Teachers completed the Social Competence Scale – Teacher (SCST) pre-test forms for a total of 6,262 students in the fall of 2011, which represented approximately 96% of the total number of surveys collected at pre-test during the previous year's evaluation. The data collection process was completed online for the first time during the 2011-2012 school year, which was a significant change in the method of data collection from the previous year and required additional training on the survey completion process. Given these changes, the data collection process was considered successful given the high level of respondent retention despite the transition to a new platform.

Of the 6,262 students with completed pre-tests, 51% of the students were male, 39% were Caucasian, and 29% were Mexican/Mexican American. Table 3 below shows the gender and race/ethnicity breakdown for this group.

Table 3: Description of Students (N=6,262)		
Student Gender	**Frequency**	**Percent**
Female	2867	46%
Male	3188	51%
Missing	207	3%
Student Race/Ethnicity	Frequency	Percent
African American	155	3%
American Indian	75	1%
Asian	106	2%
Caucasian	2414	39%
Mexican/Mexican American	1813	29%
Multi-Racial	403	6%

Other	91	2%
Other Latino/Hispanic	1144	18%
Pacific Islander	21	0.3%
Missing	40	1%
Student Grade Level	**Frequency**	**Percent**
Pre-K	4863	78%
Kindergarten	1303	21%
1st Grade	96	2%

Social Competence Scale – Teacher Report (SCST)

Table 4 below provides the number of SCST surveys completed at both pre-test and post-test as well as the mean scores for each of the four subscales and the total SCST score at both pre-test and post-test. Since it was anticipated that some students may move in and out of the classroom or school in which they were enrolled at the start of the school year when pre-tests were collected, teachers were instructed to complete post-test surveys only for those students who had participated in the Dinosaur School program and also had a completed pre-test. As a result, 5,436 post-tests were completed at the end of the school year for students participating in Dinosaur School since the start of the school year.

Table 4: Mean SCST Scores at Pre-Test and Post-Test (Unmatched Sample)		
Mean SCST Scores for All Students at Pre-Test	**N**	**Mean**
Prosocial/Communication Skills (PCS)	6262	2.97
Emotion Regulation Skills (ERS)	6262	2.96
Academic Skills (AS)	6262	3.04
PCS + ERS Combined	6262	2.96
Total Score	6262	2.98
Mean SCST Scores for All Students at Post-Test	**N**	**Mean**
Prosocial/Communication Skills (PCS)	5436	3.92
Emotion Regulation Skills (ERS)	5436	3.87
Academic Skills (AS)	5436	3.96
PCS + ERS Combined	5436	3.89
Total Score	5436	3.90

Table 5 shows the pre-test and post-test mean and median scores for the 5,431 students who had completed pre- and post-tests. Prior to running pre-post comparison analyses, the data

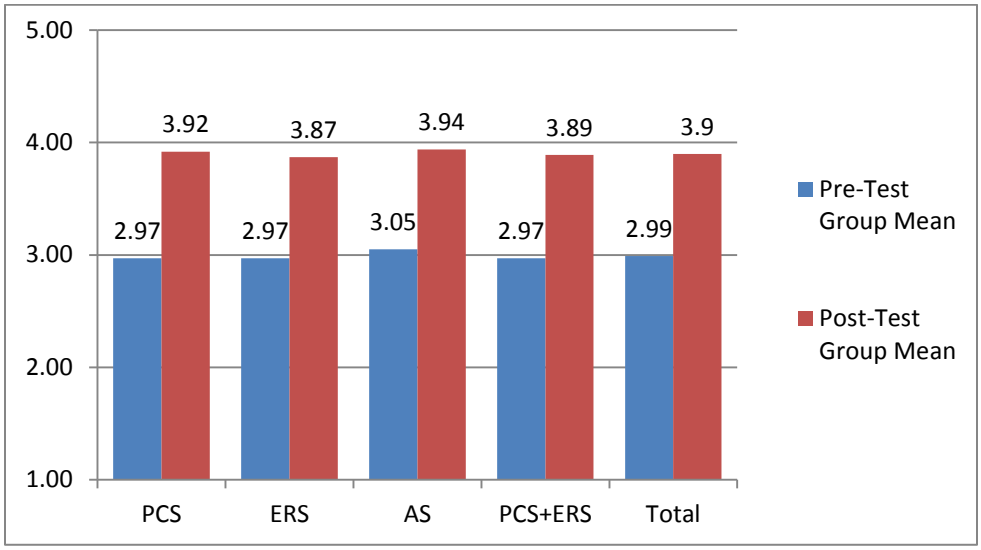
were assessed for normality of distribution. A Kolmogorov-Smirnov test for normality indicated that the pre-test and post-test scores were not normally distributed and therefore a Wilcoxon matched pairs test using median scores was used to determine the statistical significance of the pre-post change. The mean scores are provided in Table 5 for descriptive purposes and the median scores are provided as reference for the significance testing procedure.

Table 5: Matched Sample Pre-Post Comparisons for SCST Subscales and Total Score (N=5431)

	Pre-Test Group Mean	Post-Test Group Mean	Pre-Test Group Median	Post-Test Group Median	Desired Direction of Change?	Significant at p<.05?
Prosocial/Communication Skills (PCS)	2.97	3.92	3.0	4.0	Yes	Yes
Emotion Regulation Skills (ERS)	2.97	3.87	3.0	4.0	Yes	Yes
Academic Skills (AS)	3.05	3.94	3.0	4.0	Yes	Yes
PCS + ERS Combined	2.97	3.89	3.0	4.0	Yes	Yes
Total Score	2.99	3.90	3.0	4.0	Yes	Yes

As Table 5 indicates, students demonstrated a statistically significant increase (p<.05) from pre- to post-test in social competence in all areas measured by the SCST. Figure 5 below provides a graphical depiction of the means for both pre- and post-test.

Figure 5: Matched Sample Social Competence Scale – Teacher Report (SCST; N=5431)



BASIC Parent Training

BASIC PARENT TRAINING HIGHLIGHTS

- **393 parents** attended **44 programs** during the 2011-2012 school year.
- Parents reported statistically **significant gains in their child's social competence** from the beginning to the end of their participation in the program (N=204).
- Parents' self-reported **positive parenting practices significantly increased** and their **negative parenting practices significantly decreased** from the beginning to the end of their participation in the program (N=161).
- **98% of parents** said they would **recommend the program** to a friend or relative.

A total of 44 BASIC Parent Training groups were conducted statewide during the 2011-2012 school year. The BASIC Parent Training program consists of 14 weekly sessions that are facilitated by two trained parent group leaders and involve 8-15 parent participants. Parents learn positive parenting techniques, including appropriate discipline, clear expectations, monitoring, positive verbal discipline, and praise and incentives.

Parents complete surveys at the beginning of the group that include parent and child demographic information, a measure of their child's social competence (Social Competence Scale – Parent Report (SCSP)), and a measure of their own parenting practices (Parenting Practices Inventory (PPI)). On a weekly basis, they also complete brief evaluations of that week's session, and at the end of the 14-week group they complete a post-test of the SCSP and PPI surveys as well as a satisfaction survey to capture their input on how well the group helped them to improve their parenting practices.

The following provides a summary description of the parents who participated in the Basic Parent Training groups statewide, the parent-reported change over time of their child's social competence and of their own parenting practices, and the parents' weekly and overall evaluation of the program.

Description of Parents

Parent surveys were obtained from a total of 393 parents who participated in the BASIC Parent Training program statewide. The mean number of sessions attended was 8.23, with a median[10] number of 10 sessions. There was a bimodal split in the number of sessions, such that parents attending 10 or more sessions were significantly more likely to complete all parent group sessions. The mean number of sessions attended for those parents attending 10 or more sessions (N=259) was 12.2 compared to 3.2 sessions (N=224) for parents who attended less than 10 sessions. These results indicate that parents do not attend groups uniformly, but rather

[10] The median is the value lying at the midpoint of a frequency distribution of observed values.

they attend either rarely or frequently, which may have implications for future practice to increase the emphasis on parent engagement in the early sessions of parent groups.

A majority (70%) of the parent participants in the program were mothers. Over half of the parents reported their race/ethnicity as Caucasian (55%) and one-third reported either Mexican/Mexican-American (21%) or Other Latino/Hispanic (14%) ethnicity, and 77% reported English as the primary language spoken at home (see Table 6).

Table 6: Description of Parents (N=393)		
Parent Relationship to Child	**Frequency**	**Percent**
Mother	275	70%
Father	78	20%
Other	40	10%
Parent Race/Ethnicity[11]	**Frequency**	**Percent**
African American	11	3%
American Indian	5	1%
Asian	7	2%
Caucasian	202	51%
Mexican/Mexican American	77	20%
Multi-Racial	8	2%
Other	10	3%
Other Latino/Hispanic	47	12%
Pacific Islander	0	0%
Primary Language Spoken at Home[12]	**Frequency**	**Percent**
English	303	77%
Spanish	84	21%
Other	4	1%

Nearly one-fourth (23%) of parent participants reported having obtained a college degree or higher, while a similar proportion of the group (22%) reported never having obtained a high school degree or GED. Forty-three percent reported an annual household income less than $20,000 (see Table 7), which means that nearly half of the parent participants were living below the federal poverty guidelines for a family of four.[13]

[11] Twenty-seven parents (7%) did not complete this item

[12] Two parents (1%) did not complete this item

[13] A family of four with an annual income lower than $23,050 in 2012 is considered to be living below the federal poverty level (U.S. Department of Health and Human Services, "2012 HHS Poverty Guidelines," http://aspe.hhs.gov/poverty/12poverty.shtml (September 2012)).

Table 7: Degree and Annual Household Income (N=393)		
Highest Degree Obtained[14]	**Frequency**	**Percent**
Grades 0-8	47	12%
Grades 9-11	41	10%
High School or GED	96	24%
Some College	108	27%
College Graduate	76	19%
Post-College Degree	15	4%
Annual Household Income[15]	**Frequency**	**Percent**
<$10,000	95	24%
$10,000-$20,000	75	19%
$20,000-$30,000	65	17%
$30,000-$40,000	44	11%
$40,000-$50,000	22	6%
$50,000-$60,000	29	7%
>$60,000	44	11%

Description of Children

Parents participating in the BASIC Parent Training program were also asked to report information about their child, including gender, age, and race/ethnicity (see Table 8). Just over half of the children of parents participating in the program were male (55%), while nearly half were identified as Caucasian (46%), and one-third were reported as either Mexican/Mexican-American (21%) or Other Latino/Hispanic (8%).

Table 8: Description of Children (N=393)		
Child Gender[16]	**Frequency**	**Percent**
Female	158	40%
Male	218	55%
Child Age (in years)[17]	**Mean**	4.27
Child Race/Ethnicity[18]	**Frequency**	**Percent**
African American	9	2%

[14] Ninety-seven parents (25%) did not complete this item
[15] Nineteen parents (5%) did not complete this item
[16] Seventeen parents (4%) did not complete this item
[17] Fifty-six parents (14%) did not complete this item
[18] Seven parents (2%) did not complete this item

American Indian	5	1%
Asian	5	1%
Caucasian	181	46%
Mexican/Mexican American	82	21%
Multi-Racial	62	16%
Other	8	2%
Other Latino/Hispanic	33	8%
Pacific Islander	0	0%

Parents also reported whether their child was experiencing a cognitive, physical, or behavioral challenge (see Table 9). About one-third of parents (37%) reported that their child was experiencing one of these challenges, with Emotional/Behavioral Problem being the most frequently reported (15%) followed by Language Delay (11%). For those reporting at least one primary challenge, 45 (11%) also reported at least one additional challenge.

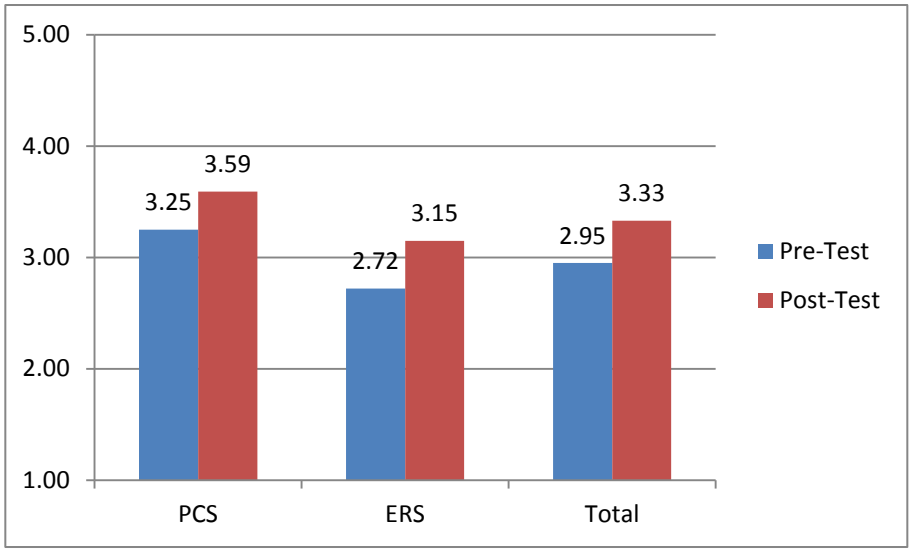
Table 9: Description of Children (N=393)		
Child Cognitive, Physical, or Behavioral Challenges – Primary Condition (N=147)	**Frequency**	**Percent**
Attention Deficit Disorder	22	6%
Cognitive Delay	9	2%
Emotional/Behavioral Problem	57	15%
Language Delay	42	11%
Learning Problem	5	1%
Physical Handicap	1	0.3%
Vision or Hearing Problem	11	8%
No Problems Reported	246	8%
Child Cognitive, Physical, or Behavioral Challenges – Secondary Condition (N=45)	**Frequency**	**Percent**
Cognitive Delay	2	0.5%
Emotional/Behavioral Problem	15	4%
Language Delay	19	5%
Learning Problem	5	1%
Physical Handicap	1	0.2%
Vision or Hearing Problem	3	0.7%

Social Competence Scale – Parent Report (SCSP)

The SCSP is a 12-item survey that asks parents to rate their child's social-emotional functioning on a 5-point scale in the areas of Prosocial Communication Skills (PCS) and Emotional Regulation Skills (ERS). Example items include "My child can calm down by himself/herself when excited or all wound up" and "My child listens to others' points of view." Parents respond to each item with a rating of 1="Not at all," 2="A little," 3="Moderately well," 4="Well," or 5="Very Well."

Children of parents in the BASIC Parent Training program showed improvement in social competence during the course of the 14-week program based on parent report (see Figure 6). These results were statistically significant for all subscales at the $p<.05$ level of confidence, indicating that the observed gains were not due to chance alone.

Figure 6: Social Competence Scale – Parent (SCSP; N=204)



Parent Practices Inventory (PPI)

The PPI is a 73-item survey that asks parents to rate their own parenting practices on a 7-point scale in a variety of domains, including five positive parenting scales (Appropriate Discipline (AD), Clear Expectations (CE), Monitoring (MO), Positive Verbal Discipline (PVD), Praise and Incentives (PI)), and two negative subscales (Harsh and Inappropriate Discipline (ID), and Physical Punishment (PP)). Example items include "It is important to praise children when they do well" and "I have made clear rules or expectations for my child about chores."

Parents' self-reported use of positive parenting practices increased (see Figure 7) as evidenced by higher scores reported at the end compared to the beginning of the program. Similarly, their use of negative parenting practices decreased from the beginning to the end of the program (see Figure 8) as evidenced by lower scores reported at the end of the program for these subscales. These results were statistically significant for all subscales at the $p<.05$ level of confidence with the exception of the Monitoring (MO) subscale.

Figure 7: Parenting Practices Inventory (PPI): Positive Subscales (N=161)

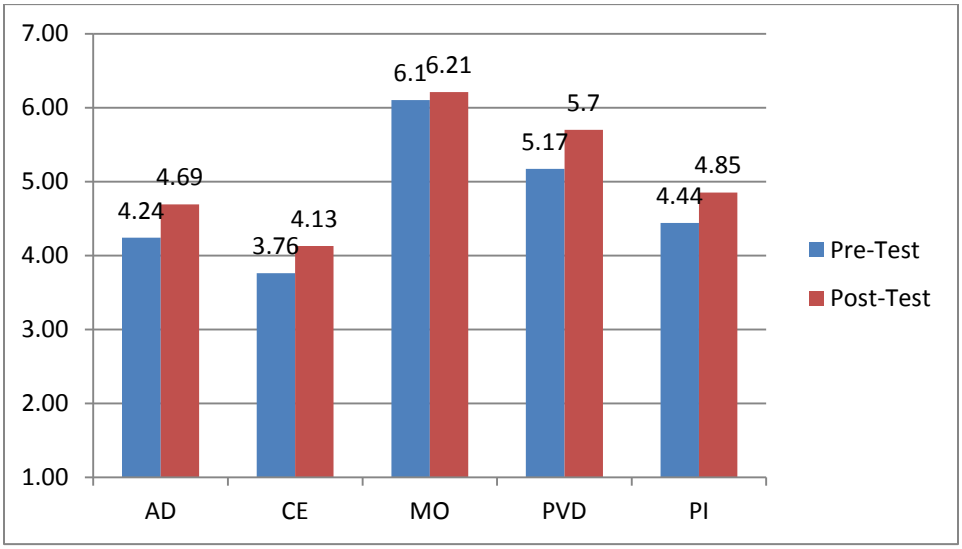
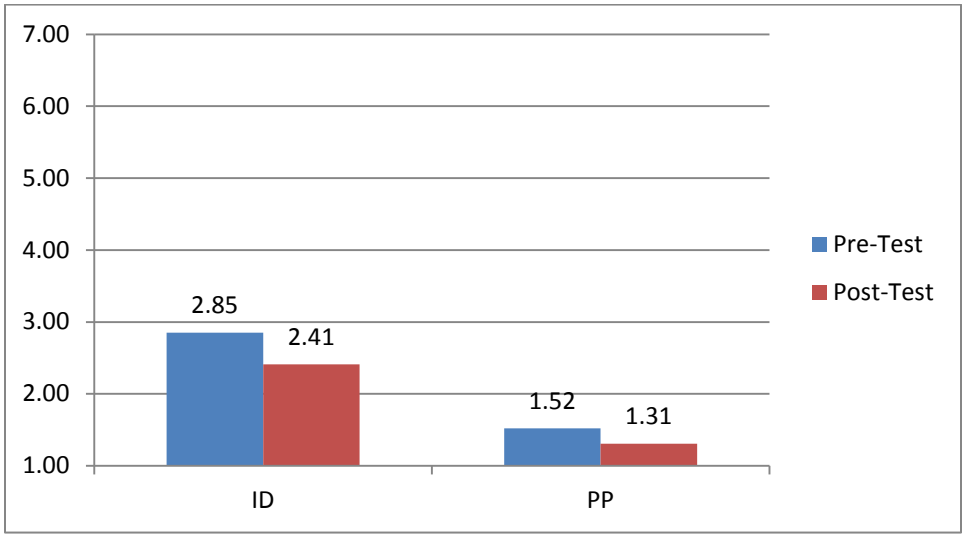


Figure 8: Parenting Practices Inventory (PPI): Negative Subscales (N=161)

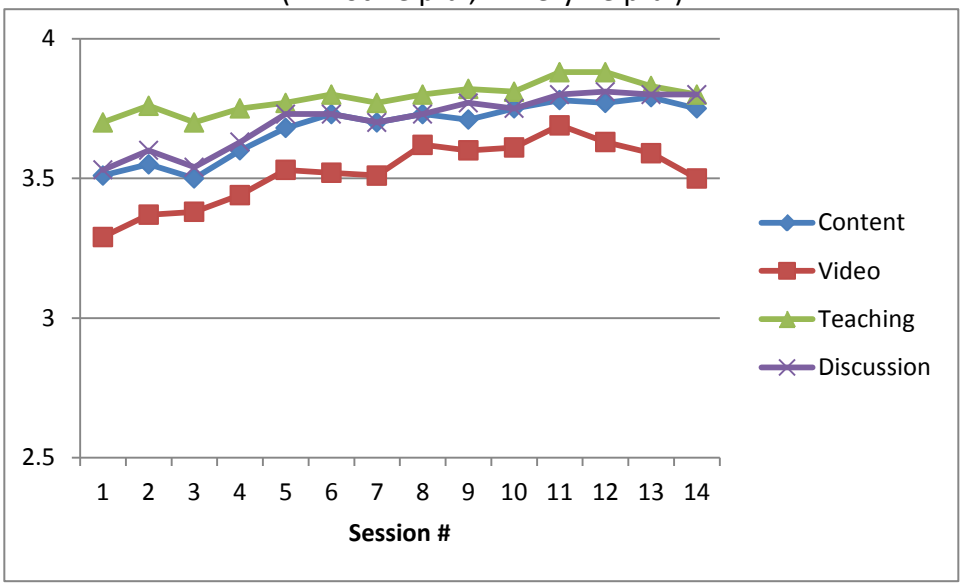


Parent Satisfaction Surveys

Weekly Evaluations

Parents rated each of the 14 sessions of the BASIC Parent Training program highly in the areas of program content, use of video vignettes, teaching skills of the group leader, and use of group discussion. Figure 9 shows the mean ratings for each of these four aspects of the program across all 14 sessions.

Figure 9: Mean Parent Group Weekly Ratings by Session Number
(1=Not helpful, 4=Very helpful)



Overall Program Satisfaction Survey

Parents' overall satisfaction with the BASIC Parent Training program was very high, with the mean rating for most items on the survey ranging from 6.0 to 6.7 on a scale of 1-7 with higher ratings indicating higher satisfaction and/or improvement. The few exceptions included items that queried parents on the usefulness of specific activities, such as "buddy calls" that tended to garner a slightly lower mean rating in the 5.1-5.8 range (see Appendix B). Further, 98% of parents reported that they would recommend the program to a friend or relative.

Parent Group Leader Fidelity to Basic Parent Training Program Model

A total of 23 Parent Group Leaders received two site visits in which fidelity observation measures were completed by Invest in Kids consultants. Twelve of these Parent Group Leaders also received a third visit during the course of the 14-week session. The mean global (total score) fidelity ratings ranged from 3.7-3.8 on a scale of 1 to 6 for all three visits, indicating that Parent Group Leaders implemented the program with acceptable fidelity.

Discussion and Future Directions

Evaluation Summary

Both the Dinosaur School and BASIC Parent Training programs saw continued success during the 2011-2012 school year. During this academic year, the communities that Invest in Kids supports engaged 6,262 students, 399 teachers, and 393 parents in skill-building interventions to improve young children's social-emotional functioning and parents' use of positive parenting practices. Changes measured over time in student social competence, parenting practices, and child social competence were positive and statistically significant in almost all cases. In addition, teachers and parent group leaders continued to implement both programs with fidelity and to demonstrate an understanding of the key components of each of the programs.

Limitations

Due to the transition to the online data collection platform in 2011-2012, not all paraprofessionals supporting the implementation of Dinosaur School completed teacher profile forms and therefore were not counted in the evaluation. Difficulties in collecting teacher profiles for these additional staff were due in part to limited information available on the list of all support personnel involved in the implementation of the program at each site. Invest in Kids is planning additional outreach to sites implementing Dinosaur School in 2012-2013 to help increase the number of paraprofessionals who complete teacher profile forms so that they are counted as part of the implementation team at each site.

In addition, the nonparametric nature (i.e. skewed distribution) of the teacher-reported social competence data prohibited the use of higher-order predictive models to investigate the contribution of variables such as teacher fidelity to student social competence. Therefore, the evaluation did not investigate the predictive value of teacher fidelity to changes in student social competence. Invest in Kids is working with teachers to continue to improve data collection and reporting procedures for the 2012-2013 school year, and the resulting evaluation will seek to investigate further the relationship between teacher fidelity and student social competence.

Expanding Support and Sustainability in 2012-2013

In order to continue the focus on quality and sustainability at the local level, Invest in Kids has begun development of a number of additional support activities that will benefit communities implementing The Incredible Years in 2012-2013.

These quality implementation support activities include:

Peer Coach Model Development

During the 2011-2012 school year, 32 teachers with at least two years of experience implementing Dinosaur School participated in a four-day peer coach training to learn how to be a coach for fellow teachers at their site new to implementing Dinosaur School. Each peer coach training participant completed training satisfaction and readiness surveys after each day of training so that Invest in Kids could continue to support skill development throughout the training year in preparation for implementation of the Peer Coach model during the 2012-2013 school year. During the next academic year, peer coaches will receive ongoing supervision and coaching to ensure consistent delivery of the peer coach model with teachers implementing Dinosaur School at their site. The evaluators will also assist with analysis of fidelity data collected throughout the year in order to better inform the peer coach process and ultimately the program implementation process.

Booster Training for Third Year and Beyond Implementers

Teachers who have been implementing Dinosaur School for at least two years will have the opportunity in 2012-2013 to participate in booster trainings to refresh their implementation skills and discuss ways to ensure ongoing practice improvement in their classroom.

Measures of Implementation Support

Measures of organizational and administrative support are being developed to help promote multi-level integration of The Incredible Years program at schools and clinics. Site-level administrators will be asked to report on the extent to which Dinosaur School is integrated into other activities at their site and whether they anticipate any challenges in implementing the program with fidelity. The purpose of gathering this information from the site administrators is both to encourage continuous quality improvement and to identify any potential challenges at the beginning of the year. This will enable administrators, teachers, and/or peer coaches to discuss the integration of the program at each site and plan for quality improvement activities throughout the school year.

Appendices

Appendix A: Dinosaur School Teacher Satisfaction Survey Item-Level Results (N=358)

	1	2	3	4	5	MEAN
How easy was it to integrate the Dina School Program into your regular curriculum?	Not at All	Somewhat	Neutral	Easy	Very Easy	
	1%	7%	8%	50%	34%	4.1
How well did the Dina School Program meet your goals for social and emotional development?	Not at All	Somewhat	Neutral	Well	Very Well	MEAN
	0%	4%	6%	49%	41%	4.3
How well did the Dina School Program meet your goals for enhancing emergent literacy, reading, and writing skills?	Not at All	Somewhat	Neutral	Well	Very Well	MEAN
	5%	10%	29%	45%	12%	3.5
Do you feel prepared to implement the Dina School Program on your own next year?	Not at All	Somewhat	Neutral	Prepared	Very Well Prepared	MEAN
	0.3%	2%	8%	43%	48%	4.4
How involved were your students' parents in the Dina School Program?	Not at All	Somewhat	Neutral	Involved	Very Involved	MEAN
	7%	20%	22%	40%	10%	3.3
Do you think the content and activities of the program were developmentally appropriate and individualized as needed?	Not at All	Somewhat	Neutral	Mostly	Definitely	MEAN
	0.3%	6%	8%	51%	35%	4.2
How important were the homework activities for the students?	Not at All	Somewhat	Neutral	Important	Definitely Important	MEAN
	3%	13%	30%	39%	14%	3.5
How likely are you to do the small group activities next year?	Not at All	Somewhat	Neutral	Likely	Very Likely	MEAN
	0.8%	4%	10%	45%	40%	4.2
What did you think about the workload involved in implementing this curriculum?	Unrealistic	Somewhat Unrealistic	Neutral	Realistic	Very Realistic	MEAN
	0.8%	8%	21%	58%	12%	3.7

Would you like ongoing training?	Not at All	Possibly	Neutral	Definitely	Most Definitely	**MEAN**
	16%	**16%**	**34%**	**20%**	**15%**	**3.0**
How much technical assistance / coaching did you receive?*	None	2x/year	Quarterly	Monthly	Weekly	**MEAN**
	40%	**17%**	**24%**	**14%**	**4%**	**2.3**
How helpful were the classroom visits and technical assistance / coaching?	Not Helpful	Neither Help nor Unhelpful	Somewhat	Helpful	Very Helpful	**MEAN**
	13%	**20%**	**15%**	**26%**	**26%**	**3.3**

*73% of known first year teachers reported receiving monthly TA, while 77% of known second year teachers reported receiving quarterly TA

	0 Irrelevant	**1-2** Not true	**3-5** Somewhat true	**6-7** Very true
I am concerned about not having enough time to organize myself each day.	**10%**	**40%**	**37%**	**13%**
I am concerned about conflict between my interests and my responsibilities.	**23%**	**49%**	**23%**	**5%**
I am concerned about my inability to manage all that the IY program requires.	**17%**	**52%**	**28%**	**3%**
Coordination of tasks and people is taking too much of my time.	**18%**	**52%**	**29%**	**3%**

Appendix B: BASIC Parent Program - Parent Satisfaction Survey Item-Level Results (N=211)

A. The overall program:	1	2	3	4	5	6	7	Mean
1.) The problem(s) that originally prompted me to take this program for my child is (are):	Consider-ably worse	Worse	Slightly Worse	The same	Slightly improved	Improved	Greatly improved	**MEAN**
	0%	**1%**	**1%**	**4%**	**11%**	**41%**	**42%**	**6.7**
2.) My child's problems which I/we have tried to change using the methods presented in this program are:	Consider-ably worse	Worse	Slightly Worse	The same	Slightly improved	Improved	Greatly improved	**MEAN**
	0%	**0%**	**0%**	**4%**	**11%**	**48%**	**37%**	**6.2**
3.) My feelings about my child's progress are that I am:	Very dis-satisfied	Dis-satisfied	Slightly dis-satisfied	Neutral	Slightly satisfied	Satisfied	Greatly satisfied	**MEAN**
	0%	**1%**	**1%**	**2%**	**11%**	**43%**	**43%**	**6.2**
4.) To what degree has The Incredible Years program helped with other personal or family problems not directly related to your child (for example, your marriage, your feelings in general)?	Hindered much more than helped	Hindered	Hindered slightly	Neither helped nor hindered	Helped slightly	Helped	Helped very much	**MEAN**
	0%	**0%**	**1%**	**7%**	**15%**	**31%**	**47%**	**6.2**
5.) My expectation for good results from The Incredible Years program is:	Very pessim-istic	Pessim-istic	Slightly passim-istic	Neutral	Slightly optim-istic	Optim-istic	Very optim-istic	**MEAN**
	0%	**1%**	**1%**	**3%**	**5%**	**34%**	**56%**	**6.4**
6.) I feel that the approach	Very inappro-priate	Inappro-priate	Slightly inappro-priate	Neutral	Slightly appro-priate	Appro-priate	Greatly appro-priate	**MEAN**

used to change my child's problems in this program is:	**0%**	**0%**	**0%**	**2%**	**1%**	**41%**	**56%**	**6.5**
7.) Would you recommend the program to a friend or relative?	Strongly not recom-mend	Not recom-mend	Slightly not recom-mend	Neutral	Slightly recom-mend	Recom-mend	Strongly Recom-mend	**MEAN**
	1%	**0%**	**0%**	**1%**	**1%**	**22%**	**76%**	**6.7**
8.) How confident are you in managing current behavior problems in the home on your own?	Very unconf-ident	Unconf-ident	Slightly unconf-ident	Neutral	Slightly confident	Conf-ident	Very confident	**MEAN**
	0%	**0%**	**1%**	**1%**	**9%**	**50%**	**40%**	**6.3**
9.) How confident are you in your ability to manage future behavior problems in the home using what you learned from this program?	Very unconf-ident	Unconf-ident	Slightly unconf-ident	Neutral	Slightly confident	Conf-ident	Very confident	**MEAN**
	1%	**0%**	**1%**	**1%**	**7%**	**47%**	**44%**	**6.3**
10.) My overall feeling about achieving my goal in this program for my child and family is:	Very negative	Negative	Slightly negative	Neutral	Slightly positive	Positive	Very positive	**MEAN**
	0%	**0%**	**0%**	**2%**	**3%**	**42%**	**52%**	**6.4**
B. Teaching format:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Mean**
1.) Content of information presented was:	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	1%	**1%**	**0%**	**1%**	**2%**	**35%**	**61%**	**6.5**
2.) Demonstration of parenting skills through the use of videotape	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	1%	**0%**	**2%**	**5%**	**8%**	**38%**	**46%**	**6.2**

vignettes was:								
3.) Group discussion of parenting skills was:	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	1%	**0%**	**1%**	**1%**	**6%**	**30%**	**62%**	**6.5**
4.) Practice of play skills at home with your child was:	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	2%	**0%**	**0%**	**2%**	**8%**	**32%**	**57%**	**6.4**
5.) Other home activities (e.g., practice praise, positive comments, list of behaviors) were:	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	2%	**0%**	**1%**	**2%**	**7%**	**30%**	**59%**	**6.4**
6.) Reading chapter from the book was:	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	1%	**0%**	**0%**	**8%**	**9%**	**31%**	**51%**	**6.2**
7.) If you used the CD/audiotape of the chapter, did you find them:	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	1%	**0%**	**0%**	**21%**	**5%**	**19%**	**25%**	**5.7**
8.) Weekly handouts (e.g., refrigerator notes & others) were:	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	1%	**0%**	**1%**	**3%**	**13%**	**42%**	**41%**	**6.2**
9.) I found the "buddy calls" to be:	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	2%	**7%**	**2%**	**27%**	**14%**	**30%**	**19%**	**5.1**
10.) Use of practice or role plays during group sessions were:	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	2%	**1%**	**4%**	**10%**	**14%**	**31%**	**39%**	**5.8**
11.) Phone calls from the group leaders were:	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	1%	**1%**	**1%**	**33%**	**4%**	**29%**	**31%**	**5.5**

C. Specific Parenting Techniques:	1	2	3	4	5	6	7	Mean
1.) Child-Directed Play	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	MEAN
	1%	1%	0%	1%	4%	30%	64%	6.5
2.) Descriptive Commenting (academic, social and emotional coaching)	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	MEAN
	1%	1%	0%	2%	7%	43%	47%	6.3
3.) Praise	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	MEAN
	1%	0%	1%	1%	2%	18%	78%	6.7
4.) Rewards (stickers, charts, etc.)	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	MEAN
	1%	1%	1%	7%	12%	28%	51%	6.2
5.) Ignoring	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	MEAN
	1%	1%	1%	4%	14%	37%	43%	6.1
6.) Positive Commands (e.g. "when-turns")	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	MEAN
	2%	1%	1%	2%	6%	34%	54%	6.3
7.) Time Out	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	MEAN
	2%	1%	1%	6%	10%	36%	43%	6.0
8.) Loss of Privileges, Logical Consequences	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	MEAN
	1%	1%	1%	4%	10%	34%	49%	6.2
9.) Problem solving with children	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	MEAN
	1%	0%	0%	2%	12%	40%	45%	6.2
10.) Problem solving with adults and teachers	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	MEAN
	1%	1%	1%	5%	10%	35%	48%	6.2
11.) Helping	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what	Useful	Extreme-ly useful	MEAN

child control his/her anger					useful			
	1%	**1%**	**0%**	**3%**	**13%**	**37%**	**46%**	**6.2**
12.) This Overall Group of Techniques	Extreme-ly useless	Useless	Slightly useless	Neutral	Some-what useful	Useful	Extreme-ly useful	**MEAN**
	1%	**1%**	**0%**	**1%**	**5%**	**26%**	**67%**	**6.5**