

SCIENCE-BASED PROGRAMS LIST – NREPP RATING ANALYSIS INCREDIBLE YEARS

Incredible Years is a set of comprehensive, multifaceted, and developmentally based curricula targeting 2- to 12-year-old children and their parents and teachers. The parent, child, and teacher training interventions that compose Incredible Years are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems. The three program components are designed to work jointly to promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children. The parent training intervention focuses on strengthening parenting competencies and fostering parents' involvement in children's school experiences to promote children's academic and social skills and reduce delinquent behaviors. The Dinosaur child training curriculum aims to strengthen children's social and emotional competencies, such as understanding and communicating feelings, using effective problem-solving strategies, managing anger, practicing friendship and conventional skills, and behaving appropriately in the classroom. The teacher training intervention focuses on strengthening teachers' classroom management strategies, promoting children's prosocial behavior and school readiness, and reducing children's classroom aggression and noncooperation with peers and teachers. The intervention also helps teachers work with parents to support their school involvement and promote consistency between home and school. In all three training interventions, trained facilitators use videotaped scenes to structure the content and stimulate group discussions and problem solving.

PROGRAM REQUIREMENTS

- Universal, selective, and/or indicated prevention program
- Targets one or more alcohol, tobacco, drug, disruptive behavior, and/or violence outcomes
- Targets students in one or more grades K-12

Does this program meet the minimum program requirements for inclusion on the Science-Based Programs List?

- YES** This indicated and selective emotional and social competence program targets families with preschool through elementary school aged children.
- NO**

RESEARCH RATINGS FOR BEHAVIORAL OUTCOMES

Quality of Research Ratings by Criteria (0.0-4.0 scale)

Outcome	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Overall Rating
Outcome 1: Positive and nurturing parenting	3.8	3.8	3.9	3.7	3.6	3.5	3.7
Outcome 2: Harsh, coercive, and negative parenting	3.8	3.8	3.9	3.7	3.6	3.5	3.7
Outcome 3: Child behavior problems	3.8	3.8	3.9	3.8	3.7	3.7	3.7
Outcome 4: Child positive behaviors, social competence, and school readiness skills	3.8	3.8	3.9	3.8	3.7	3.6	3.7
Outcome 5: Parent bonding and involvement with teacher and school	3.7	3.8	3.9	3.5	3.5	3.5	3.6
Outcome 6: Teacher classroom management skills	3.7	3.8	4.0	3.8	3.6	3.6	3.7

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Outcome 3: Child behavior problems

Child behavior problems were assessed using the following: independent observations in the home by trained coders of child deviance and noncompliance (Dyadic Parent-Child Interactive Coding System Revised) and other poor conduct (Coder Impressions Inventory); independent observation at school or with peers by trained coders of negative behaviors in class, including aggressive, disruptive, and inappropriate behaviors with teachers and peers (Multiple Option Observation of Child Behaviors at School and Dyadic Peer Interaction Scale), and child's ability to problem solve (Wally Child Social Problem-Solving Detective Game); parent reports of the frequency of child behavior problems (Eyberg Child Behavior Inventory), externalizing and internalizing child behaviors (Child Behavior Checklist), stress resulting from child characteristics (Parenting Stress Index), and negative behaviors commonly exhibited by children that parents perceive as problematic (Parent Daily Report); and teacher reports of the child's poor behavioral conduct (Behar Preschool Behavior Problems and Perceived Competence Scale for Young Children); social acceptance, aggressiveness, shyness-withdrawal, and disruptive behaviors (Teacher Assessment of School Behavior); externalizing behaviors (Social Competence and Behavior Evaluation, Preschool Edition); and negative behaviors, including fighting, breaking rules, harming others, and refusing to accept authority (School Health Profile). Children in treatment groups that received parent training, child training, and/or teacher training showed a significant reduction in behavior problems at home or at school compared with controls ($p < .001$ to $p < .05$). Control conditions included wait list, regular Head Start, or regular school curriculum and services.

Criteria:	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Study Design
Rating:	3.8	3.8	3.9	3.8	3.7	3.7	Experimental Quasi-experimental
Meets Minimum:	✓	✓	✓	✓	✓	✓	✓

Outcome meets minimum standard for all criteria

Outcome 4: Child positive behaviors, social competence, and school readiness skills

Child positive behaviors, social competence, and school readiness skills were assessed using the following: independent observations in the home by trained coders of the child's positive affect and warmth, including smiles, affectionate touch, and positive talk (Dyadic Parent-Child Interactive Coding System Revised), and child's affectionate or prosocial behaviors (Coder Impression Inventory); independent observations at school or with peers by trained coders of the percentage of time the child was engaged or involved in classroom activities during unstructured time (Multiple Option Observation of Child Behaviors at School); positive communication with peers, such as sharing positive experiences, verbalizing a friendship, and agreeing with a friend (Dyadic Peer Interaction Scale); and ability to problem solve (Wally Child Social Problem-Solving Detective Game and Child Social Problem-Solving Test--Revised); parent reports of child adjustment (Child Behavior Checklist); prosocial behaviors (Parent Daily Report); and other behaviors, such as demonstrating a desire to resolve peer problems and an understanding of others and emotion regulation (Social Competence Scale--Parent); and teacher reports of the child's social competence, emotion regulation, and expression (Social Competence and Behavior Evaluation); other prosocial and school readiness behaviors, such as being friendly, staying on task, completing assignments, and being self-reliant (Social Health Profile); and positive behaviors, such as making friends easily and having a lot of friends (Teacher Assessment of School Behavior). Children in treatment groups that received parent training, child training, and/or teacher training showed a significant increase in positive behaviors at home or at school compared with controls ($p < .001$ to $p < .05$). Control conditions included wait list, regular Head Start, or regular school curriculum and services. When the treatment groups were compared, child training alone or in combination with parent or teacher training had greater effects than parent training only, teacher training only, or parent and teacher training combined.

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Rating:	3.8	3.8	3.9	3.8	3.7	3.6	Experimental Quasi- experimental
Meets Minimum:	✓	✓	✓	✓	✓	✓	✓

Outcome meets minimum standard for all criteria

Do this program’s NREPP ratings meet the minimum research ratings for inclusion on the Science-Based Programs List?

- YES** NREPP reports at least one behavioral outcome related to prosocial skill building. Of these behavioral outcomes related to disruptive behaviors, at least one is rated at or above the minimum standards on all criteria.
- NO**