

The Incredible Years Program Outcomes

2010-2011



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INVEST IN KIDS

Overview of Program and Evaluation

PROGRAM OVERVIEW

Invest in Kids (IIK) is excited to share with you the phenomenal outcomes from the 2010-2011 evaluation of The Incredible Years. Statewide, the program was implemented in over 128 sites, serving over 6,507 children and 416 parents. IIK is the sole source of Incredible Years training in the state and supports sites in implementing the program through intensive technical assistance and evaluation.

The Incredible Years (IY) is divided into three distinct training programs that are designed to enhance social competence and reduce aggression in young children aged three to eight years. The three developmentally appropriate and culturally sensitive programs are the child social skills program known as Dinosaur School, the teacher skill-building program, and the BASIC Parent Training Program. Research has shown that these training programs are effective in promoting positive parent and teacher interactions with children, strengthening children's social and emotional competence and self-regulation, boosting academic competence, and reducing behavior problems. Together, the programs provide a cost-effective, comprehensive approach that supports the healthy development of young children, engages parents in their children's education and strengthens teachers' skills.

EVALUATION OVERVIEW

The evaluation that IIK conducted on the program included pre-test and post-test measurement, based on surveys completed by teachers and parents, to assess changes in child, parent, and teacher skills during the time they were involved in IY. Fidelity of implementation (how well teachers and parent leaders conducted the program as intended) was assessed throughout the lifespan of the program, based on surveys completed by teachers and parent group leaders, in addition to observations of teachers and parent group leaders completed by IIK staff. Lastly, parent satisfaction and teacher satisfaction with the programs were assessed through parent and teacher surveys filled out at the completion of the program year, as well as parent weekly evaluation ratings.

Results are shown in two ways:

- The first interpretation of the results is statistical significance. Statistical significance is a way of representing the probability that shifts in pre-post data are not simply due to chance. Tests of statistical significance can be used to judge the level of confidence with which one can generalize observed changes. Statistical significance is only accurate when the number in the sample is larger than 15.
- The second interpretation of the results is effect size. This analysis works with small and large sample sizes and answers the question: how much of an effect did the program have? Effect size analyses provide an indication of the amount of change regardless of sample size. Effect size can be interpreted similarly to a “percent difference” on a metric between .00 and .99. Effect sizes can be negative or positive, and a score of 0 represents no change. Generally speaking, effect sizes in social research are likely to be small (under .2).

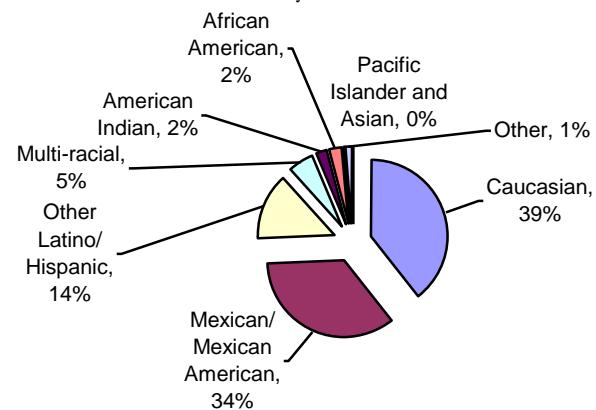


State Outcomes

CHILD OUTCOMES

During the 2010-2011 academic year, 6,507 children participated in Dinosaur School. Of these, 53.7% were male and 46.3% were female. Teachers reported the children's race/ethnicity as follows:

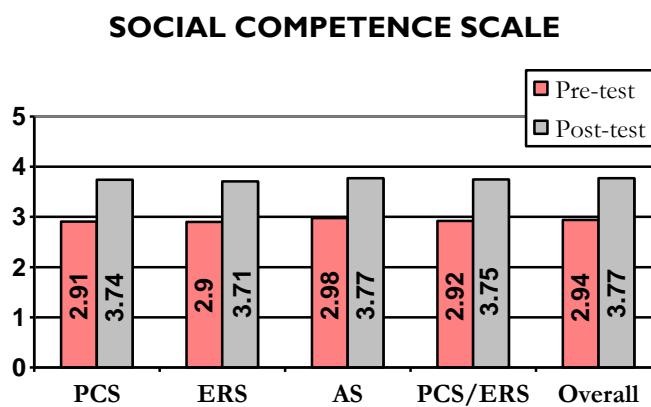
- 38.9% Caucasian
- 34.2% Mexican/Mexican American
- 13.7% Other Latino/Hispanic
- 5.3% Multi-racial
- 2.1% American Indian
- 2.4% African American
- 0.4% Pacific Islander and Asian
- 1.3% Other



The Social Competence Scale/Teacher was completed on each child in an IY classroom. It addresses each student's social competence as experienced by a teacher. This scale is comprised of three sub-scales:

- Prosocial/Communication Skills or PCS (e.g., "resolves peer problems on his/her own")
- Emotion Regulation Skills or ERS (e.g., "accepts legitimate imposed limits")
- Academic Skills or AS (e.g., "follows teacher's verbal directions")

Students are rated on a scale from 1 to 5 with 1 = "not at all," 3 = "moderately well," and 5 = "very well." This measure provides individual scores for each of the three sub-scales (PCS, ERS and AS), as well as a PCS/ERS combined score and a PCS/ERS/AS overall score. An increase in the mean score from pre-test to post-test indicates an increase in student social competence. The changes in Social Competence Scale/Teacher scores on 5,221 children from 391 classrooms follow:



SIGNIFICANT IMPROVEMENTS

There was a statistically significant increase in the mean ratings from pre-test to post-test for all subscales as well as overall. In addition, effect sizes were large, ranging from 0.88-0.97. This is important to note because typically, in social science research, effect size is under 0.2.

In addition to the overall change in children's social competence, the program also had a greater impact for children who began the year with lower scores, showing that the program may be most beneficial for children at highest risk for school failure. For analysis purposes, children were divided into three groups based on their pre-test scores on the Social Competence Scale/Teacher: "below average," "average," and "above average." The percentage of children who improved in their overall social competence from pre-test to post-test was 95.4%, 88.7%, and 64.5%, respectively, for the "below average," "average," and "above average" groups.

PARENT OUTCOMES

During the 2010-2011 academic year, 416 parents took part in the BASIC Parent Training Program. Of these, 75.6% were mothers, 18.3% were fathers, and 6.1% were of another relation to the child. Demographics as reported by the participants are as follows:

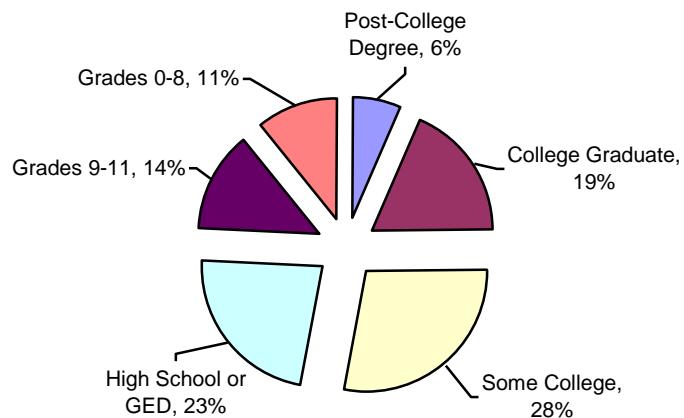
Parent's Ethnicity:

- 47.7% Caucasian
- 25.0% Mexican/Mexican American
- 16.1% Other Latino/Hispanic
- 2.6% Multi-Racial
- 3.1% American Indian
- 1.8% African American
- 1.3% Asian and Pacific Islander
- 2.6% Other

Child's Gender

- 53.7% Male
- 46.3% Female

Education:



The Parenting Practices Interview was completed with each participant both at the beginning of the program as well as the end. The interview is composed of two scales: positive parenting and negative parenting. Each scale is further divided into a number of sub-scales, including four for positive parenting and two for negative parenting.

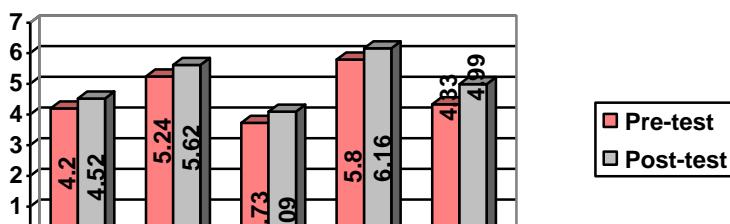
- Positive Parenting Scales
 - Appropriate Discipline or AD (e.g., "when your child misbehaves, how often you give your child a brief time out away from family?")
 - Positive Verbal Discipline or PVD (e.g., "when your child misbehaves, how often do you discuss the problem with the child or ask questions?")
 - Clear Expectations or CE (e.g., "are there clear rules about not fighting?")



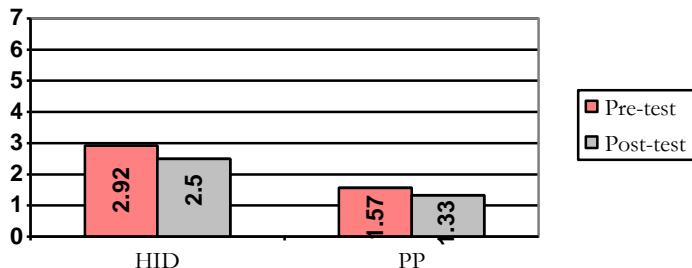
- Praise and Incentives or PI (e.g. level of agreement with “I have made clear rules or expectations for my child about not fighting, stealing, lying, etc.”)
- Monitoring or MO (e.g., “what percentage of time do you know exactly what your child is doing when he/she is away from you?”)
- Negative Parenting Scales
 - Harsh and Inconsistent Discipline or HID (e.g., “when your child misbehaves, how often do you threaten to punish him/her (but not really punish him/her)?”)
 - Physical Punishment or PP (e.g., “when your child misbehaves, how often do you give your child a spanking?”)

All items are rated on a 7-point scale. An increase from pre-test to post-test in Positive Parenting Scales indicates that parents are using more positive techniques with their children, and likewise, a decrease from pre-test to post-test in Negative Parenting Scales indicates that parents are using less negative techniques. The changes in Parenting Practices Interview scores from 230 parents follow:

POSITIVE PARENTING SCALES



NEGATIVE PARENTING SCALES



MORE POSITIVE TECHNIQUES USED

Increases were seen in all Positive Parenting subscales. Effect sizes varied widely: 0.30 for monitoring, 0.45 for positive verbal discipline, 0.39 and 0.35 for clear expectations and appropriate discipline respectively, and 0.80 for praise and incentives. Additionally, significant decreases were seen for both harsh and inconsistent discipline and physical punishment within the Negative Parenting Scales. In both instances the effect sizes were large, 0.81 and 1.45.

Parents participating in the BASIC Parent Training also completed a version of the Social Competence Scale for their children. This scale provides information about the child’s prosocial behavior, communication skills and self control based on parent experiences. An increase in the mean score from pre-test to post-test indicates an overall increase in children’s social competence. There was a significant increase in the children’s prosocial communication skills and emotion regulation skills, as well as overall social competence. Again, large effect sizes were seen for all subscales, ranging from 0.61-0.71.



PROGRAM SATISFACTION

- Over 87% of teachers reported that the program met their goals for child social and emotional development ‘well’ or ‘very well’.
- 87% of teachers responded that they were prepared to implement the program on their own in the next year.
- 98.4% of the parents responded that they would recommend the program to a friend or relative.
- 95% of parents reported that the group was supportive or very supportive, and more than half (59.9%) reported that they were likely to continue to meet with one or more of the parent group members.
- Over 85% of parents reported that the problem(s) that originally prompted the parent to take this program had improved for their child.

PARENT COMMENTS

I found the program to be extremely helpful. I learned so many valuable tools that have been so great for my family and myself. I am so thankful that I was able to attend the class. It truly has been so beneficial.

The support I received from the leaders and my leader’s information really helped me with my anger and frustration and with discipline for my daughters.

Being in a group of adults, being able to discuss anything from frustration to accomplishments for 14 (and more) days, I left the group uplifted, ready to be the best parent in the world (and very confident), ready to love, live, and enjoy my children.

It was a fundamental shift in my parenting.

TEACHER COMMENTS

The IY program helped to reduce my stress level. It gave me some valuable tools to work with.

Very proud to be a part of this program.

Love IY and look forward to continuing to improve our implementation.

Amazing to see kids reference the program spontaneously throughout the day.

