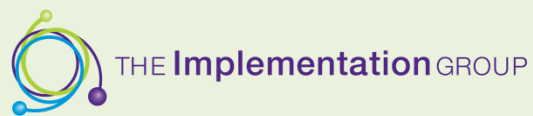


The Incredible Years 2012-2013

Annual Report



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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) Dinosaur School, a teacher-implemented program that engages young students in social competence skill-building throughout the school year, 2) Teacher Classroom Management (TCM), a program that teaches proven classroom management strategies to teachers, and 3) BASIC Parent Training, a 14-session 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

- 6,623 students participated in Dinosaur School in 2012-2013 and 481 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=5,740).
- The mean global fidelity rating for 94% 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 “confidence in my ability to manage behavioral issues that may arise in my classroom,” and a significant decrease in “stress associated with teaching.”

Teacher Classroom Management (TCM)

- 304 students participated in TCM in 2012-2013 and 29 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=247).



BASIC Parent Training Program

- 405 parents attended 41 programs during the 2012-2013 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=176).
- 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=158).
- 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 2012-2013 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 programs that work together to achieve outstanding outcomes for children: 1) Dinosaur School, a teacher-implemented program that engages young students in social competence skill-building throughout the school year, 2) Teacher Classroom Management (TCM), a program that teaches proven classroom management strategies to teachers, and 3) BASIC Parent Training, a 14-session program that helps parents increase their positive parenting practices. Each of the three programs can be implemented independently or in conjunction with any of the other units.

- **Child Dinosaur Classroom Program** (a social/emotional curriculum) includes 60 different lessons which are delivered two to three times per week in every participating 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, how to engage in proactive

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



teaching, how to use effective praise and incentives, and how to support children with challenging behaviors.

- 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.

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, and 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 6,262 students who participated in Dinosaur School that year. The streamlining of implementation support and data collection processes 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 For the 2012-2013 school year, Invest in Kids increased dissemination of Teacher

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.



Classroom Management (TCM) to 304 students statewide and also increased the number of students receiving Dinosaur School to 6,623, resulting in an 11% increase in the overall number of students served to 6,927 through both Dinosaur School and TCM.

Evaluation Design

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

Dinosaur School and Teacher Classroom Management (TCM)

Since these programs are 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 or TCM and complete a fidelity observation measure which tracks adherence to the components of each 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

- **6,623 students** participated in Dinosaur School in 2012-2013 and **481 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=5,740**).
- The mean global fidelity rating for **94% 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 **“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 (**N=331**).

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 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.

During the 2011-2012 school year, 34 teachers with at least three years of high-performing Dinosaur School implementation experience were trained by Invest in Kids to provide on-site



Peer Coaching to first- and second-year Dinosaur School implementers. In the 2012-2013 school year, 27 of those teachers continued to receive intensive training, and many began providing on-site coaching to early implementers of the program. These peer coaches represented a new addition to community-based implementation support in several communities, in addition to support provided by Invest in Kids.

Description of Students

Teachers implementing Dinosaur School completed the Social Competence Scale – Teacher (SCST) pre-test forms for 6,623 students in the fall of 2012, which represents a 5% increase from the total number of surveys collected at pre-test during the previous year’s evaluation (6,262). Of the 6,623 students with completed pre-tests, 53% of the students were male, 39% were Caucasian, and 28% were Mexican/Mexican American. Table 1 below shows the gender and racial/ethnic composition for this group.

Table 1: Description of Students (N=6,623)		
Student Gender	N	%
Female	3109	47%
Male	3512	53%
Missing	2	0.00%
Student Race/Ethnicity	N	%
African American	124	2%
American Indian	86	1%
Asian	101	2%
Caucasian	2550	39%
Mexican/Mexican American	1876	28%
Multi-Racial	459	7%
Other	182	3%
Other Latino/Hispanic	1225	19%
Pacific Islander	18	0.30%
Missing	2	0.00%
Student Grade Level	N	%
Pre-K	5277	80%
Kindergarten	1271	19%
1st Grade	75	1%

Student Behavior Changes: Social Competence Scale – Teacher Report (SCST)

Teachers rated the behavior of each of their students who participated in the Dinosaur School Program at the beginning (pre-test) and at the end of the school year (post-test) using the Social Competence Scale – Teacher report (SCST). The survey consists of four subscales that measure child behavior in different domains, including Prosocial Communication Skills (PCS), Emotion Regulation Skills (ERS), Academic Skills (AS), and PCS + ERS Combined, as well as an overall SCST Total Score. Each item is scored on a 5-point scale with higher items indicating a higher degree of teacher-rated child social competence.⁵

Table 2 below provides the total 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, 5,771 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 2: Mean SCST Scores at Pre-Test and Post-Test (Dinosaur School; Unmatched Sample)		
Mean SCST Scores for All Students at Pre-Test	N	Mean
Prosocial Communication Skills (PCS)	6592	3.00
Emotion Regulation Skills (ERS)	6592	2.99
Academic Skills (AS)	6592	3.07
PCS + ERS Combined	6592	2.99
Total Score	6592	3.01
Mean SCST Scores for All Students at Post-Test	N	Mean
Prosocial/Communication Skills (PCS)	5771	3.88
Emotion Regulation Skills (ERS)	5771	3.81
Academic Skills (AS)	5771	3.89
PCS + ERS Combined	5771	3.84
Total Score	5771	3.85

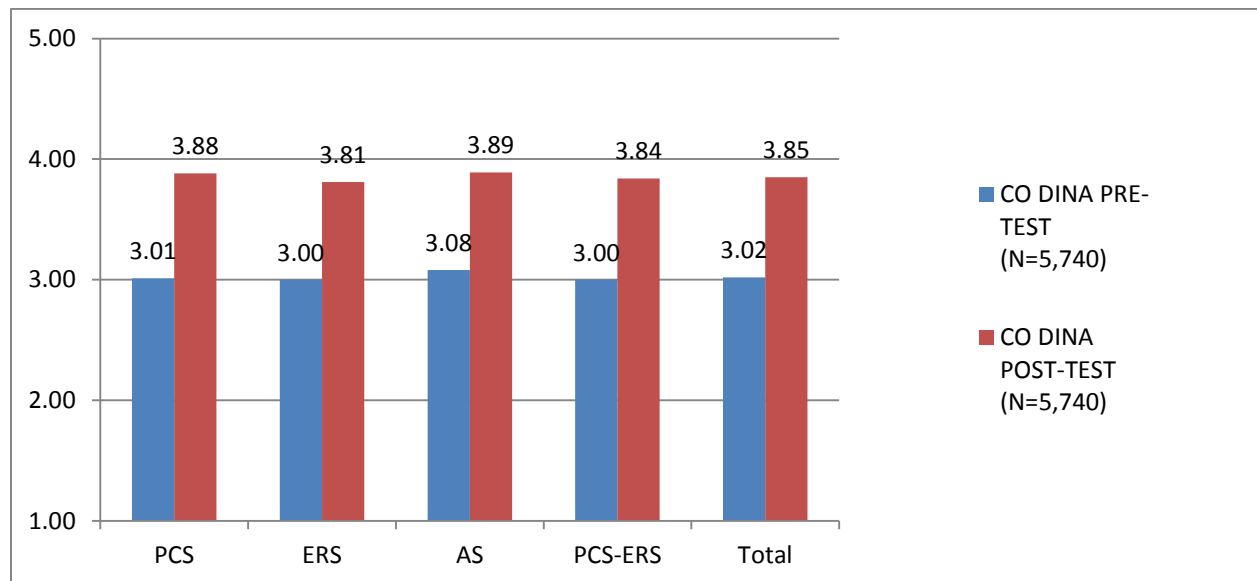
⁵ Social Competence Scale – Teacher (SCST) scale: 1=Not at All, 2=A Little, 3=Moderately Well, 4=Well, 5=Very Well

Table 3 shows the pre-test and post-test mean and median scores for the 5,740 students with completed both 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 3 for descriptive purposes and the median scores are provided as reference for the significance testing procedure.

Table 3: Dinosaur School Matched Sample Pre-Post Comparisons for SCST Subscales and Total Score (N=5,740)						
	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)	3.01	3.88	3.0	4.0	Yes	Yes
Emotion Regulation Skills (ERS)	3.00	3.81	3.0	4.0	Yes	Yes
Academic Skills (AS)	3.08	3.89	3.0	4.0	Yes	Yes
PCS + ERS Combined	3.00	3.84	3.0	4.0	Yes	Yes
Total Score	3.02	3.85	3.0	4.0	Yes	Yes

As Table 3 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 1 below provides a graphical depiction of the means for both pre- and post-test.

Figure 1: Matched Sample Social Competence Scale – Teacher Report (SCST; N=5,740)



Description of Teachers

Teacher Profile forms were completed by 481 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-four percent (N=279) of those completing the Teacher Profile form reported being the Lead Teacher for a Dinosaur School classroom, while 36% (N=156) reported being an Assistant Teacher/ Paraprofessional or Other type of in-classroom support (e.g. Counselor, Occupational Therapist, or Mental Health Therapist). Ten percent (N=46) did not report their role in the classroom.

As described in Table 4, the average age of teachers statewide was 41.9 years, and 63% reported their race/ethnicity as Caucasian, 14% as Other Latino/Hispanic, and 5% as Mexican/Mexican American, with Multi-racial, African American, American Indian, Asian, or Other categories each representing 3% or less of the total statewide sample.

Table 4: Teacher Demographics (N=481; Dinosaur School)		
Teacher Age⁶	N	Mean Age
Age in Years	423	41.9
Teacher Race/Ethnicity⁷	N	Percent
African American	5	1%
American Indian	5	1%
Asian	2	0.40%
Caucasian	302	63%
Mexican/Mexican American	26	5%
Multi-Racial	13	3%
Other	12	3%
Other Latino/Hispanic	69	14%

The majority of both Lead Teachers and Paraprofessional/Other Teachers reported having at least six years of experience in early childhood or elementary education (70% and 59% respectively), while the majority of Lead Teachers reported holding at least a Bachelor's degree (71%) compared to only 21% of Paraprofessional/Other Teachers (see Table 5).

⁶ Fifty-eight teachers (12%) did not complete this survey item

⁷ Forty-six teachers (10%) did not complete this survey item



Table 5: Years of Experience and Highest Education (N=481; Dinosaur School)				
	Lead Teacher (N=279)		Paraprofessional/ Other (N=156)	
	N	%	N	%
Years of Experience in Early Childhood or Elementary Education⁸				
Less than 1 Year	5	2%	10	6%
1-3 Years	40	14%	32	21%
4-5 Years	39	14%	22	14%
6-10 Years	71	25%	42	27%
11 or more Years	124	44%	50	32%
Your Highest Education⁹				
GED or High School Diploma	0	0%	14	9%
Some College	38	14%	80	51%
Associates Degree	36	13%	23	15%
Bachelor's Degree	109	39%	19	12%
Master's Degree	89	32%	14	9%

Forty-eight percent (N=230)¹⁰ reported first receiving their most recent Dinosaur School training in 2010 or earlier, indicating that the 2012-2013 school year would be at least their third year implementing the program, while 16% (N=78) reported they were starting their second year implementing the program, and 21% (N=102) were first year implementers, having just completed their initial Dinosaur School training.

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 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.

For the 2012-2013 school year, Invest in Kids Consultants completed fidelity observations in the classroom at three time points during the year – beginning, mid-year, and end of the school

⁸ Forty-six teachers (10%) did not complete this item

⁹ Forty-six teachers (10%) did not complete this item

¹⁰ Seventy-one teachers (15%) did not complete this item

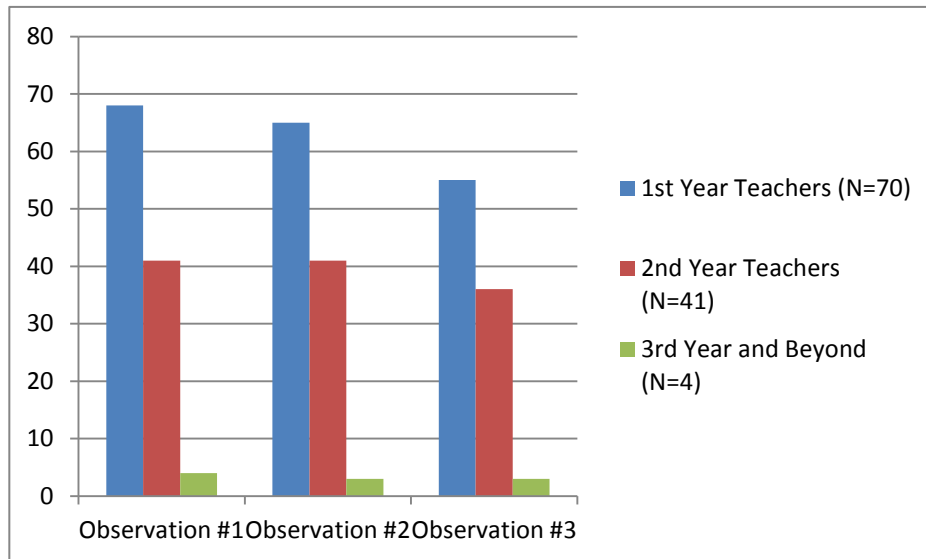


year to assess implementation fidelity and to inform coaching and practice improvement. Figure 2 below indicates the number of first and second year Dinosaur School teachers who received fidelity observation/support visits for each of the three fidelity observation data collection time points during the school year.

Figure 2: Fidelity Observation Count (Dinosaur School)

Total # of Classrooms Observed = 115

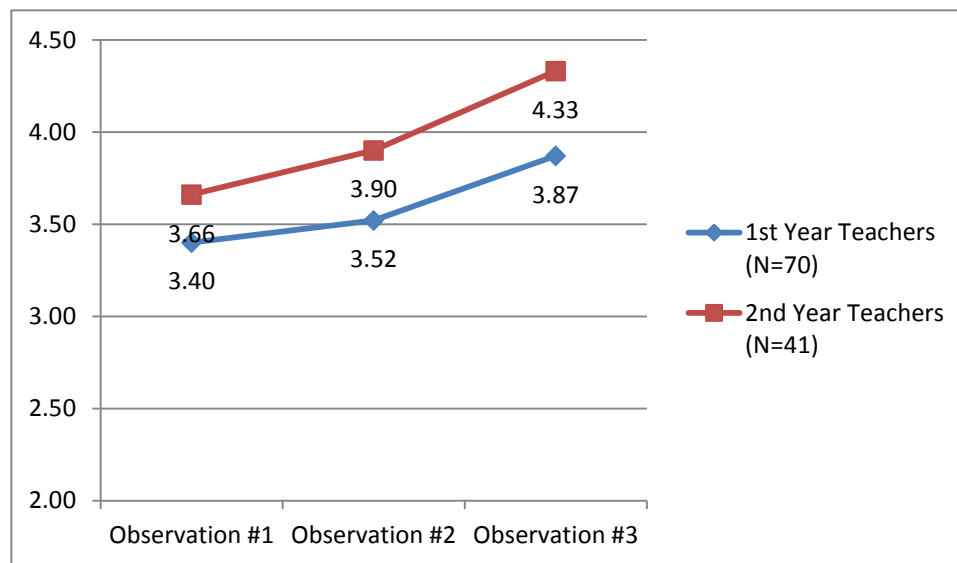
Total # of Observations = 283



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. Component and global scale scores are rated on a 1-6 scale by consultants based on the overall observation assessment.

Figure 3 below provides the mean global fidelity ratings for both first and second year teachers at each of the three fidelity observations completed during the year. As Figure 3 shows, second year teachers received higher global ratings than first year teachers at all visits, however, only the global ratings at visit 3 were statistically significant at the $p < .05$ level. Due to the low number of third year and beyond teachers requiring ongoing assistance and receiving fidelity observations, only first and second year means are reported here.

Figure 3: Global Fidelity Ratings by Teacher Year and Observation # (Dinosaur School)



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 6% of teachers received average global fidelity ratings in the low quality range at the end of the school year, while 73% received ratings in the medium quality range, and 22% received ratings in the high quality range.¹¹

Teacher Satisfaction Survey

A total of 382 teachers implementing Dinosaur School 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):

Curriculum

A large majority (82%) of teachers reported that it was “easy” or “very easy” to integrate the program into their regular curriculum. Similarly, 85% reported that the program met their goals for social and emotional development “well” or “very well.” Fifty percent 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 33% of teachers were “neutral” on this item.

¹¹ Based on 91 teachers completing end of year fidelity observations.

Training and Technical Assistance (TA)

Almost all teachers reported feeling either “prepared” (45%) or “very prepared” (41%) to implement The Incredible Years this year. Further, although most teachers reported feeling either “prepared” (36%) or “very well prepared” (50%) to implement the program on their own next year, 30% reported they would “definitely” or “most definitely” like ongoing training, while 19% reported they would “possibly” like ongoing training.

Parent Involvement and Homework

Teachers were mixed in their report on parent involvement in the program, with 48% reporting parents were “involved” or “very involved” and 45% 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” (55%), while 9% thought it was “very realistic” and 27% were “neutral.”

Pre-Post Change in Tools, Stress, and Confidence

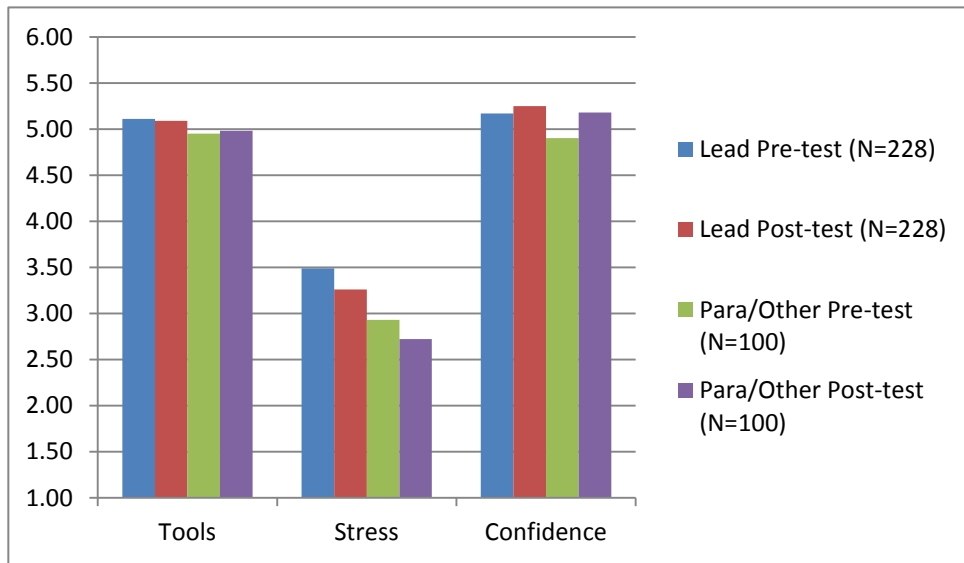
Teachers were asked to report on a six-point scale (1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree) three questions about their perceived tools, stress, and confidence related to overall classroom management as a teacher at the beginning and end of the 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 implementing Dinosaur School agreed with Question 1, that they “have the necessary tools to prevent and address most challenging behavior” at the beginning (Mean=5.05; N=435) and end (Mean=5.02; N=375) of the school year. Similarly, teachers’ responses to Question 3 at the beginning (Mean=5.09) and end (Mean=5.20) of the school year indicated they felt “confident in my ability to manage behavior 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 for all teachers at the beginning (Mean=3.32) and end (Mean=3.08) of the school year. Differences reported for Questions 2 (Stress) and 3 (Confidence) were statistically significant ($p < .05$), while the differences reported for Question 1 (Tools) were not statistically significant.

However, there were significant differences identified between Lead Teacher and Paraprofessional/Other Teacher respondents related to “stress associated with teaching,” such that Lead Teachers tended to report having more “stress associated with teaching” than Paraprofessional/Other teachers. Figure 4 shows mean ratings for Lead and Paraprofessional/Other teachers at pre- and post-test.



Figure 4: Pre- and Post-Test Report by Teacher Type - Tools, Stress, and Confidence (Dinosaur School)



In addition, there were 331 Lead and Paraprofessional/Other teachers who completed these items at both pre-test and post-test. A comparison of scores for each of the three items at the beginning and end of the school year showed that there was a statistically significant increase ($p < .05$) for Question 3 regarding feeling “confident in my ability to manage behavior issues that might arise in their classroom” and a statistically significant decrease ($p < .01$) in Question 2 regarding “stress associated with teaching.” No differences from pre-test to post-test were found for Question 1 regarding having the “tools to prevent and address most challenging behavior.”

Teacher Classroom Management (TCM)



TCM HIGHLIGHTS

- **304 students** participated in TCM in 2012-2013 and **29 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=247**).
- Teachers reported an increase from the beginning to the end of the school year in overall classroom management skills related to having “**confidence** in my ability to manage behavioral issues that may arise in my classroom,” and a decrease in “**stress** associated with teaching” during the school year, however, these differences were not statistically significant, possibly due to the small sample size (**N=19**).

Teacher Classroom Management (TCM) is an Incredible Years program that is designed to improve teachers’ skills at managing young children’s behavior in a classroom setting. The program’s components align with those of the Dinosaur School program in philosophy and approach to overall classroom management skill-building, but does not include a detailed student curriculum like that of Dinosaur School which is implemented directly with students. These two programs are designed to complement one another, with training in TCM serving as an optional prerequisite for training in Dinosaur School. Thus, teachers who were trained in TCM during the 2012-2013 school year did not implement Dinosaur School in 2012-2013.

Description of Students

Teachers implementing TCM completed the Social Competence Scale – Teacher (SCST) pre-test forms for 304 students in the fall of 2012. Of the 304 students with completed pre-tests, 50% of the students were male, 60% were Caucasian, and 16% were Mexican/Mexican American or Other Latino/Hispanic. Table 6 below shows the gender and race/ethnicity composition for this group.



Table 6: Description of Students (N=304; TCM)		
Student Gender	N	%
Female	154	51%
Male	149	49%
Missing	1	0.3%
Student Race/Ethnicity	N	%
African American	32	11%
American Indian	2	1%
Asian	4	1%
Caucasian	183	60%
Mexican/Mexican American	40	13%
Multi-Racial	26	9%
Other	8	3%
Other Latino/Hispanic	7	2%
Pacific Islander	1	0.3%
Missing	1	0.3%
Student Grade Level	N	%
Pre-K	291	96%
Kindergarten	12	4%
1st Grade	1	0.3%

Student Behavior Changes: Social Competence Scale – Teacher Report (SCST)

Teachers rated the behavior of each of their students who participated in the TCM Program at the beginning (pre-test) and at the end of the school year (post-test) using the Social Competence Scale – Teacher report (SCST). The survey consists of four subscales that measure child behavior in different domains, including Prosocial Communication Skills (PCS), Emotion Regulation Skills (ERS), Academic Skills (AS), and PCS + ERS Combined, as well as an overall SCST Total Score. Each item is scored on a 5-point scale with higher items indicating a higher degree of teacher-rated child social competence.¹²

Table 7 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 TCM program and also had a completed pre-test. As a result, 248 post-

¹² Social Competence Scale – Teacher (SCST) scale: 1=Not at All, 2=A Little, 3=Moderately Well, 4=Well, 5=Very Well



tests were completed at the end of the school year for students participating in TCM since the start of the school year.

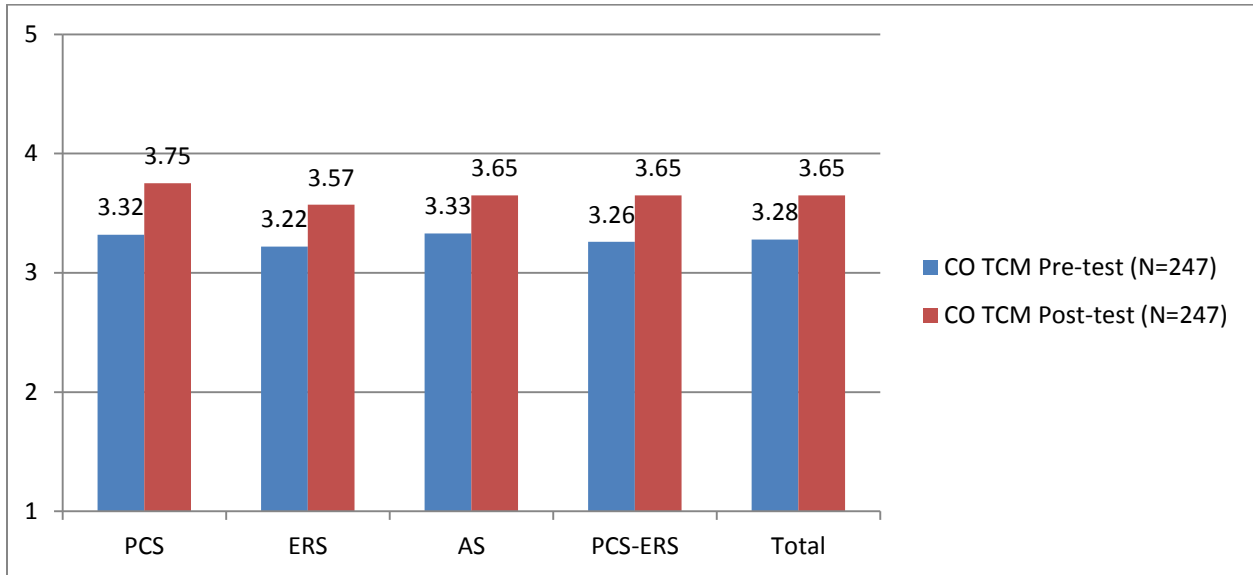
Table 7: Mean SCST Scores at Pre-Test and Post-Test (TCM; Unmatched Sample)		
Mean SCST Scores for All Students at Pre-Test	N	Mean
Prosocial Communication Skills (PCS)	303	3.29
Emotion Regulation Skills (ERS)	303	3.18
Academic Skills (AS)	303	3.33
PCS + ERS Combined	303	3.23
Total Score	303	3.26
Mean SCST Scores for All Students at Post-Test	N	Mean
Prosocial Communication Skills (PCS)	248	3.75
Emotion Regulation Skills (ERS)	248	3.57
Academic Skills (AS)	248	3.65
PCS + ERS Combined	248	3.65
Total Score	248	3.65

Table 8 shows the pre-test and post-test mean for the 247 students who had completed both pre- and post-tests.¹³ All scale scores and the total score were shown to significantly increase ($p < .05$) from the beginning to the end of the school year. Figure 5 provides a graphical depiction of the means for both pre- and post-test.

Table 8: TCM Matched Sample Pre-Post Comparisons for SCST Subscales and Total Score (N=247)				
	Pre-Test Group Mean	Post-Test Group Mean	Desired Direction of Change?	Significant at $p < .05$?
Prosocial Communication Skills (PCS)	3.32	3.75	Yes	Yes
Emotion Regulation Skills (ERS)	3.22	3.57	Yes	Yes
Academic Skills (AS)	3.33	3.65	Yes	Yes
PCS + ERS Combined	3.26	3.65	Yes	Yes
Total Score	3.28	3.65	Yes	Yes

¹³ Pre-test and post-test scores for this sample were normally distributed.

Figure 5: TCM Matched Sample Social Competence Scale – Teacher Report (SCST)



Description of Teachers

Teacher Profile forms were completed by 29 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 TCM during the upcoming school year. Fifty-nine percent (N=16) of those completing the Teacher Profile form reported being the Lead Teacher for a TCM classroom, while 41% (N=11) reported being an Assistant Teacher/ Paraprofessional or Other type of in-classroom support (e.g. Counselor, Occupational Therapist, or Mental Health Therapist). Seven percent (N=2) did not report their role in the classroom.

As described in Table 9, the average age of teachers was 36.1 years, and 72% reported their race/ethnicity as Caucasian, 7% as Other Latino/Hispanic, and 3% (N=1) each reporting African-American, Multi-racial, Asian, and Other.

Teacher Age¹⁴	N	Mean Age
Age in Years	26	36.1
Teacher Race/Ethnicity¹⁵	N	Percent
African American	1	3%
American Indian	0	0%
Asian	1	3%
Caucasian	21	72%
Mexican/Mexican American	0	0%
Multi-Racial	1	3%
Other	1	3%
Other Latino/Hispanic	2	7%
Pacific Islander	0	0%

The majority of Lead Teachers (75%) and just under half of Paraprofessional/Other Teachers (45%) reported having at least six years of experience in early childhood or elementary education, while just over half of Lead Teachers and half of Paraprofessional/Other Teachers reported holding at least a Bachelor’s degree (56% and 55% respectively) (see Table 10).

	Lead Teacher (N=16)		Paraprofessional/ Other (N=11)	
Your Highest Education	N	%	N	%
GED or High School Diploma	0	0%	0	0%
Some College	7	44%	3	27%
Associates Degree	0	0%	2	18%
Bachelor’s Degree	4	25%	5	46%
Master’s Degree	5	15%	1	7%
Years of Experience in Early Childhood or Elementary Education				
Less than 1 Year	0	0%	2	18%
1-3 Years	1	6%	2	18%
4-5 Years	3	19%	2	18%
6-10 Years	4	25%	1	9%
11 or more Years	8	50%	4	36%

¹⁴ Three teachers (10%) did not complete this survey item

¹⁵ Two teachers (7%) did not complete these survey items



Ten percent (N=3)¹⁶ reported first receiving their TCM training most recently in 2010 or earlier, indicating that the 2012-2013 school year would be at least their third year implementing the program, while 76% (N=22) were first year implementers, having just completed their initial TCM training.

Teacher Fidelity to the Teacher Classroom Management (TCM) Model

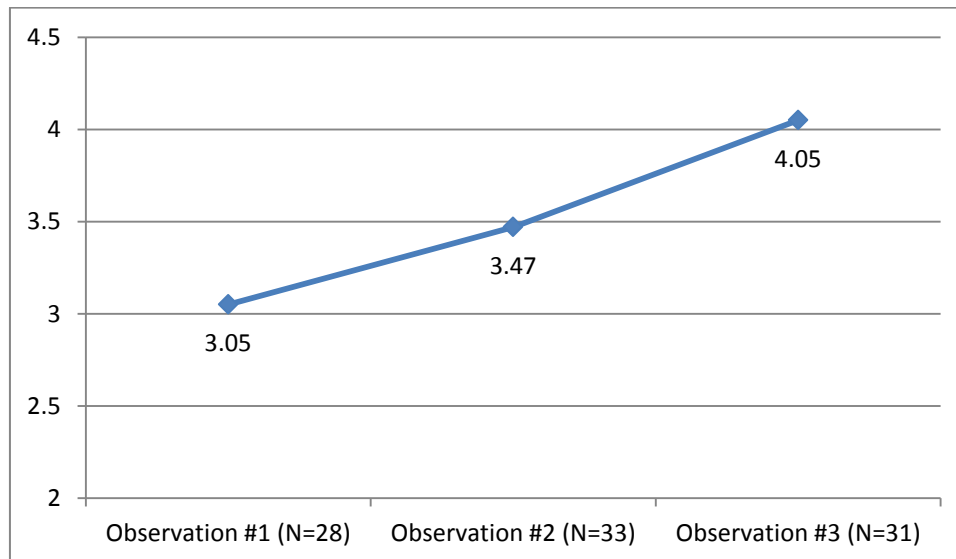
As part of the ongoing support that Invest in Kids provides to teachers implementing the TCM program, each classroom implementing for their first year receives up to six visits during the school year from an Invest in Kids program consultant. During these visits, consultants provide support to teachers and reinforce skill acquisition based on the initial training received.

The fidelity observation measure is based on 21 individual items categorized in six key components of the TCM program: 1) Proactive Teaching Strategies, 2) Praise, 3) Coaching Skills and Emotion Regulation, 4) Social Skills and Emotion Regulation, 5) Incentives, and 6) Decreasing Inappropriate Behavior. 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, 3-4 indicating medium, and 5-6 indicating high adherence to the program model. Component and global scale scores are rated on a 1-6 scale by consultants based on the overall observation assessment.

Figure 6 below shows the mean global rating for each of the three fidelity observation data collection time points during the school year. As the figure shows, there was an increase in average global ratings at each time point and these increases from Time 1 to Time 2 and Time 2 to Time 3 were each statistically significant at the $p < .05$ level.

Figure 6: Fidelity Observation Count (TCM)

Total # of Classrooms Observed = 39



¹⁶ Four teachers (14%) did not complete this item



Teacher Satisfaction Survey

A total of 21 teachers implementing TCM completed the Teacher Satisfaction Survey at post-test. 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 and end 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 implementing TCM agreed with Question 1, that they "have the necessary tools to prevent and address most challenging behavior" at the beginning (Mean=4.85; N=27) and end (Mean=5.00; N=21) of the school year. Similarly, teachers' responses to Question 3 at the beginning (Mean=4.96) and end (Mean=5.14) of the school year indicated they felt "confident in my ability to manage behavior 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 for all teachers at the beginning (Mean=3.59) and end (Mean=3.24) of the school year. Differences reported for all questions were not statistically significant, possibly due to the small sample size.



BASIC Parent Training



BASIC PARENT TRAINING HIGHLIGHTS

- **405 parents** attended **41 programs** during the 2012-2013 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=176).
- Parents' self-reported that their **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=158).
- **98% of parents** said they would **recommend the program** to a friend or relative.

A total of 41 BASIC Parent Training groups were conducted statewide during the 2012-2013 school year. The BASIC Parent Training program consists of 14 weekly sessions that are facilitated by two trained parent group leaders and involve 10-18 parent participants. Parents learn positive parenting techniques, including appropriate discipline, setting 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 405 parents who participated in the BASIC Parent Training program statewide. A majority (70%) of the 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 11).



Table 11: Description of Parents (N=405; Parent Group)		
Parent Relationship to Child¹⁷	Frequency	Percent
Mother	272	69%
Father	96	24%
Other	27	7%
Parent Race/Ethnicity¹⁸	Frequency	Percent
African American	8	2%
American Indian	15	4%
Asian	5	1%
Caucasian	235	59%
Mexican/Mexican American	49	12%
Multi-Racial	19	5%
Other	46	12%
Other Latino/Hispanic	7	2%
Pacific Islander	0	0%
Primary Language Spoken at Home¹⁹	Frequency	Percent
English	327	83%
Spanish	59	15%
Other	2	0.5%

One-third (30%) of parent participants reported having obtained a college degree or higher, while one-sixth of the group (16%) reported never having obtained a high school degree or GED (see Table 12). Thirty-six percent also reported an annual household income less than \$20,000, which means that one-third of the parent participants and their children were living below the federal poverty guidelines for a family of four.²⁰

¹⁷ Ten parents (2%) did not complete this item

¹⁸ Twenty-one parents (5%) did not complete this item

¹⁹ Seventeen parents (4%) did not complete this item

²⁰ 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 12: Degree and Annual Household Income (N=405)		
Highest Degree Obtained²¹	Frequency	Percent
Grades 0-8	21	5%
Grades 9-11	44	11%
High School or GED	93	24%
Some College	114	29%
College Graduate	99	25%
Post-College Degree	19	5%
Annual Household Income²²	Frequency	Percent
<\$10,000	68	19%
\$10,000-\$20,000	59	17%
\$20,000-\$30,000	60	17%
\$30,000-\$40,000	31	9%
\$40,000-\$50,000	40	11%
\$50,000-\$60,000	28	8%
>\$60,000	68	19%

Description of Children

Parent participants were also asked to report information about their child including gender, age, and race/ethnicity (see Table 13). Just over half of the children of parents participating in the program were male (58%), while nearly half were identified as Caucasian (54%), 15% as Mexican/Mexican-American, and 12% as Multi-Racial.

Table 13: Description of Children (N=405)		
Child Gender²³	Frequency	Percent
Female	155	42%
Male	212	58%
Child Age (in years)²⁴	Mean	4.19
Child Race/Ethnicity²⁵	Frequency	Percent
African American	4	1%
American Indian	12	3%
Asian	3	1%

²¹ Fifteen parents (4%) did not complete this item

²² Fifty-one parents (13%) did not complete this item

²³ Thirty-eight parents (9%) did not complete this item

²⁴ Sixty-nine parents (17%) did not complete this item

²⁵ Thirty-four parents (8%) did not complete this item



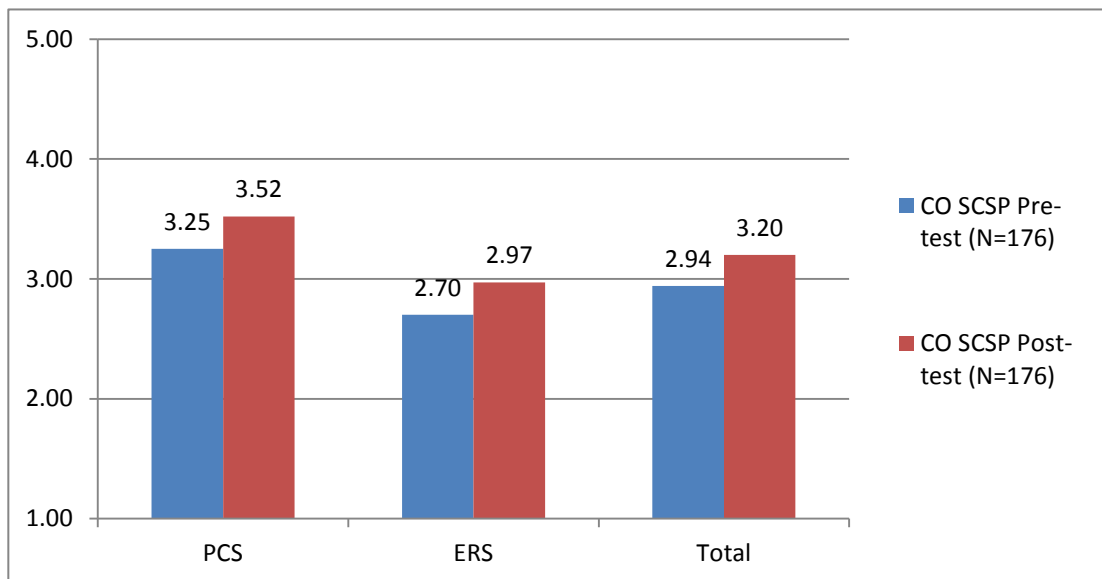
Caucasian	202	54%
Mexican/Mexican American	56	15%
Multi-Racial	46	12%
Other	11	3%
Other Latino/Hispanic	35	9%
Pacific Islander	2	0.5%

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 7). 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 7: Social Competence Scale – Parent (SCSP; N=176)



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 8) 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 9) as evidenced by lower scores reported at the end of the program for these subscales. These results were statistically significant for all subscales ($p < .05$).

Figure 8: Parenting Practices Inventory (PPI): Positive Subscales (N=158)

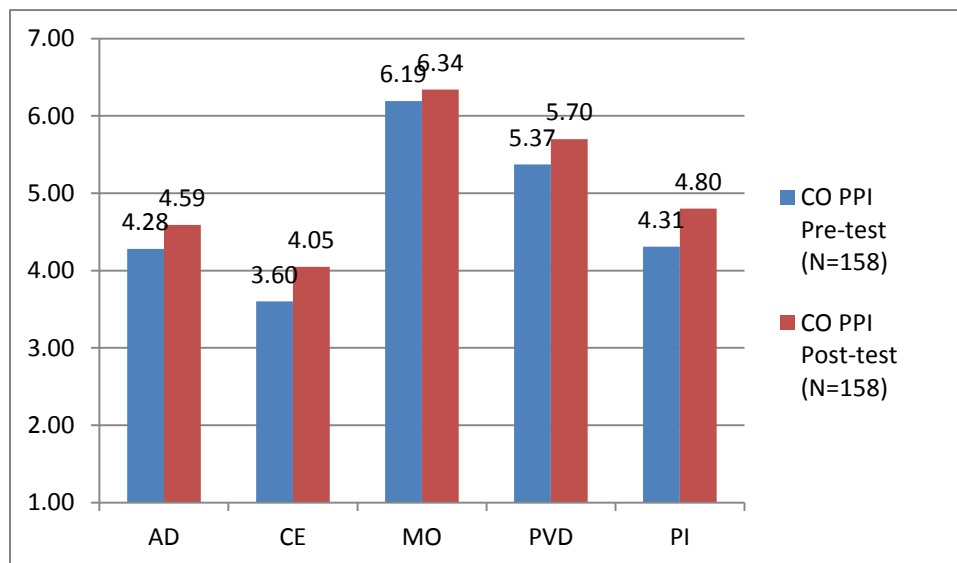
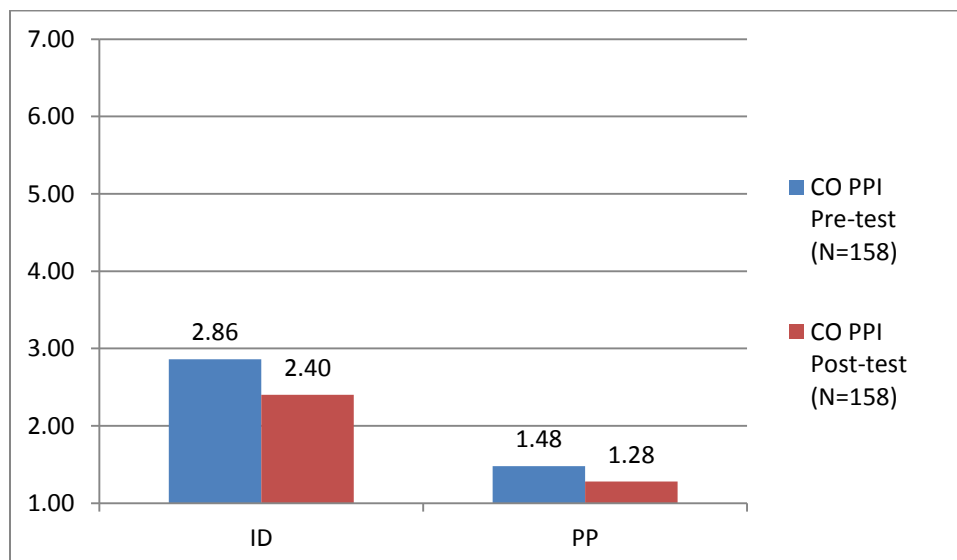


Figure 9: Parenting Practices Inventory (PPI): Negative Subscales (N=158)

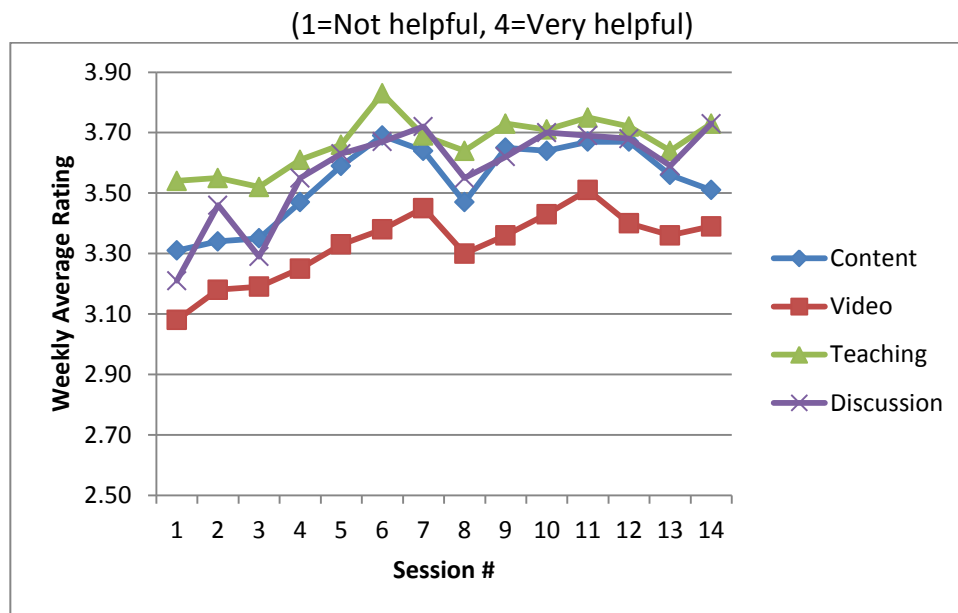


Parent Satisfaction Surveys

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 10 shows the mean ratings for each of these four aspects of the program across all 14 sessions.

Figure 10: Mean Parent Group Weekly Ratings by Session Number



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 (5.0). See Appendix B for additional item-level information. 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 40 Parent Groups received two site visits in which fidelity observation measures were completed by Invest in Kids consultants. Twenty-one 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 3.6-4.0 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

During the 2012-2013 academic year, the communities that Invest in Kids supports engaged 6,927 students, 510 teachers, and 405 parents in skill-building interventions through implementation of the three Incredible Years programs described in this report to improve young children's social-emotional functioning and parents' use of positive parenting practices. These participant numbers represent an 11% increase in the overall number of students served and a 22% increase in the number of teachers engaged in the programs. Both the Dinosaur School and BASIC Parent Training programs saw continued success during the 2012-2013 school year and the Teacher Classroom Management (TCM) program was disseminated to over 300 students, a large increase from 2011-2012 in which TCM implementation was conducted with only a few classrooms. 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 turnover of paraprofessionals and support staff, not all paraprofessionals supporting the implementation of Dinosaur School and TCM completed teacher profile forms and therefore were not counted in the evaluation. Paraprofessionals and Other support staff often provide a vital role in the co-facilitation of Dinosaur School and therefore it is the goal of the Incredible Years evaluation to document their participation in the program. 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 2013-2014 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.

Similarly, due to participant turnover in the Parent Training program, the number of pre- and post-test surveys collected from parents that could be matched to report behavior changes over time was lower than anticipated. Invest in Kids continues to seek new ways to ensure that parents are afforded every opportunity to complete participation in the Parent Training program, including completion of data collection measures.



Expanding Support and Sustainability in 2013-2014

In order to continue the focus on quality and sustainability at the local level, Invest in Kids has continued development of a number of additional support activities that will benefit communities implementing The Incredible Years in 2013-2014.

These quality implementation support activities include:

Peer Coach Model Dissemination and Scale-Up

During the 2011-2012 school year, 27 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 who were new to implementing Dinosaur School. Similarly, 3 parent group leaders with at least two years of experience implementing the BASIC Parent Training program participated in a four-day peer coach training to learn how to coach fellow parent group leaders who were new to implementing the Parent Training program in their local communities. 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, peer coaches received two additional full days of training and some began providing on-site coaching to their fellow teachers implementing Dinosaur School and parent group leaders implementing the Parent Training program, and the peer coaches themselves received ongoing supervision and coaching to ensure consistent delivery of the peer coach model with teachers and parent group leaders implementing at their sites. Additional peer coaches will be trained in 2014-2015 and the original cohort of peer coaches will continue to receive support from Invest in Kids to deliver this vital implementation function in their community.

Booster Training for Third Year and Beyond Implementers

Teachers who have been implementing Dinosaur School for at least two years will continue to have the opportunity in 2013-2014 to participate in booster trainings to refresh their implementation skills and discuss ways to ensure ongoing practice improvement in their classroom. In addition, parent group leaders facilitating their 3rd series or beyond of the BASIC Parent Training program will also have the opportunity to attend a booster training specific to the Parent Training program in 2013-2014.



Measures of Implementation Support

Measures of organizational and administrative support are continuing to be developed to help promote multi-level integration of The Incredible Years program at schools and clinics. The purpose of gathering this information from teachers and 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=382)

	1	2	3	4	5	MEAN
How easy was it to <u>integrate the Dina School Program</u> into your regular curriculum?	Not at All	Somewhat	Neutral	Easy	Very Easy	MEAN
	0.5%	7%	11%	45%	37%	4.1
How well did the Dina School Program meet your goals for <u>social and emotional development</u> ?	Not at All	Somewhat	Neutral	Well	Very Well	MEAN
	0.3%	4%	10%	42%	43%	4.2
How well did the Dina School Program meet your goals for <u>enhancing emergent literacy, reading, and writing skills</u> ?	Not at All	Somewhat	Neutral	Well	Very Well	MEAN
	4%	13%	33%	36%	14%	3.4
How involved were your <u>students' parents</u> in the Dina School Program?	Not at All	Somewhat	Neutral	Involved	Very Involved	MEAN
	7%	21%	24%	34%	14%	3.3
Do you think the <u>content</u> and activities of the program were <u>developmentally appropriate and individualized</u> as needed?	Not at All	Somewhat	Neutral	Mostly	Definitely	MEAN
	0.5%	8%	11%	46%	34%	4.1
How important were the <u>homework activities</u> for the students?	Not at All	Somewhat	Neutral	Important	Definitely Important	MEAN
	7%	16%	26%	36%	15%	3.3
What did you think about the <u>workload</u> involved in implementing this curriculum?	Unrealistic	Somewhat Unrealistic	Neutral	Realistic	Very Realistic	MEAN
	0.8%	8%	27%	55%	9%	3.7
How much <u>technical assistance / coaching</u> did you receive?*	None	2x/year	Quarterly	Monthly	Weekly	MEAN
	50%	13%	15%	20%	2%	2.1
How <u>helpful</u> were the classroom visits and technical assistance / coaching?	Not Helpful	Neither Helpful nor Unhelpful	Somewhat	Helpful	Very Helpful	MEAN
	13%	18%	19%	25%	24%	3.3
Did you feel <u>prepared</u> to implement The Incredible Years this year?	Not at All	Somewhat	Neutral	Prepared	Very Prepared	MEAN
	0%	6%	8%	45%	41%	4.2
How likely are you to do the <u>small group activities</u> next year?	Not at All	Somewhat	Neutral	Likely	Very Likely	MEAN
	1%	7%	13%	40%	38%	4.1
Do you <u>feel prepared</u> to implement the Dina School Program on your own next year?	Not at All	Somewhat	Neutral	Prepared	Very Well Prepared	MEAN
	0.5%	5%	9%	36%	50%	4.3



Would you like <u>ongoing training</u> ?	Not at All	Possibly	Neutral	Definitely	Most Definitely	MEAN
	24%	19%	28%	19%	11%	2.7

*62% of known first year teachers reported receiving at least monthly TA, while 62% of known second year teachers reported receiving at least quarterly TA

	0 Irrelevant	1-2 Not true	3-5 Somewhat true	6-7 Very true
I am concerned about not <u>having enough time</u> to organize myself each day.	10%	43%	35%	11%
I am concerned about <u>conflict between my interests</u> and my responsibilities.	18%	50%	27%	5%
I am concerned about my <u>inability to manage</u> all that the IY program requires.	16%	57%	24%	3%
<u>Coordination of tasks</u> and people is taking too much of my time.	15%	57%	25%	3%

Appendix B: BASIC Parent Program - Parent Satisfaction Survey Item-Level Results (N=335)

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):	Considerably worse	Worse	Slightly Worse	The same	Slightly improved	Improved	Greatly improved	MEAN
	0%	0.3%	0.3%	1%	11%	47%	41%	6.3
2.) My child's problems which I/we have tried to change using the methods presented in this program are:	Considerably worse	Worse	Slightly Worse	The same	Slightly improved	Improved	Greatly improved	MEAN
	0%	0%	0%	1%	12%	53%	34%	6.2
3.) My feelings about my child's progress are that I am:	Very dissatisfied	Dissatisfied	Slightly dissatisfied	Neutral	Slightly satisfied	Satisfied	Greatly satisfied	MEAN
	0%	0%	0%	2%	8%	47%	43%	6.3
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%	0%	7%	11%	40%	43%	6.2
5.) My expectation for good results from The Incredible Years program is:	Very pessimistic	Pessimistic	Slightly pessimistic	Neutral	Slightly optimistic	Optimistic	Very optimistic	MEAN
	0%	0.3%	1%	6%	2%	38%	53%	6.3
6.) I feel that the approach used to change my child's problems in this program is:	Very inappropriate	Inappropriate	Slightly inappropriate	Neutral	Slightly appropriate	Appropriate	Greatly appropriate	MEAN
	0%	0%	0%	2%	2%	43%	54%	6.5
7.) Would you recommend the program to a friend or relative?	Strongly not recommend	Not recommend	Slightly not recommend	Neutral	Slightly recommend	Recommend	Strongly Recommend	MEAN
	0.3%	0%	0%	0.3%	1%	24%	74%	6.7
8.) How confident are you in managing current behavior problems in the home on your own?	Very unconfident	Unconfident	Slightly unconfident	Neutral	Slightly confident	Confident	Very confident	MEAN
	0%	0%	0%	0.3%	6%	49%	45%	6.4



9.) How confident are you in your ability to manage future behavior problems in the home using what you learned from this program?	Very unconfident	Unconfident	Slightly unconfident	Neutral	Slightly confident	Confident	Very confident	MEAN
	0.3%	0%	0%	1%	5%	45%	50%	6.4
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%	1%	2%	39%	58%	6.6
B. Teaching format:	1	2	3	4	5	6	7	Mean
1.) Content of information presented was:	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0.3%	0%	0%	1%	1%	40%	58%	6.5
2.) Demonstration of parenting skills through the use of videotape vignettes was:	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	1%	0.3%	1%	4%	12%	44%	38%	6.1
3.) Group discussion of parenting skills was:	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0%	0%	1%	0.3%	4%	30%	65%	6.6
4.) Practice of play skills at home with your child was:	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0.3%	0%	0%	3%	5%	33%	59%	6.5
5.) Other home activities (e.g., practice praise, positive comments, list of behaviors) were:	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0%	0.3%	0%	1%	3%	30%	66%	6.6
6.) Reading chapter from the book was:	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0.3%	1%	0%	11%	13%	34%	41%	6.0
7.) If you used the CD/audiotape of the chapter, did you find them:	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	2%	0%	0%	41%	6%	23%	29%	5.3
8.) Weekly handouts (e.g., refrigerator notes & others) were:	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0.3%	0%	0.3%	5%	15%	40%	40%	6.1



9.) I found the "buddy calls" to be:	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	2%	8%	2%	28%	15%	27%	19%	5.0
10.) Use of practice or role plays during group sessions were:	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	1%	2%	4%	11%	20%	33%	29%	5.6
11.) Phone calls from the group leaders were:	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	2%	1%	1%	34%	7%	29%	27%	5.4
C. Specific Parenting Techniques:	1	2	3	4	5	6	7	Mean
1.) Child-Directed Play	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0.3%	0%	0%	1%	5%	37%	57%	6.5
2.) Descriptive Commenting (academic, social and emotional coaching)	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0.3%	0.3%	0%	2%	11%	38%	48%	6.3
3.) Praise	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0.3%	0%	0%	1%	2%	18%	79%	6.7
4.) Rewards (stickers, charts, etc.)	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	1%	0.3%	1%	9%	11%	32%	45%	6.1
5.) Ignoring	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	2%	2%	1%	5%	13%	37%	39%	6.0
6.) Positive Commands (e.g. "when-turns")	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0.3%	0%	0%	1%	6%	39%	54%	6.5
7.) Time Out	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	1%	2%	2%	10%	15%	35%	36%	5.9
8.) Loss of Privileges, Logical Consequences	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0%	1%	0%	5%	12%	40%	41%	6.1



9.) Problem solving with children	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	1%	0%	0%	3%	13%	39%	45%	6.2
10.) Problem solving with adults and teachers	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0.3%	0.3%	1%	9%	9%	41%	41%	6.1
11.) Helping child control his/her anger	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0.3%	0%	0%	4%	12%	41%	42%	6.2
12.) This Overall Group of Techniques	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful	MEAN
	0%	0.3%	0%	1%	2%	33%	65%	6.6