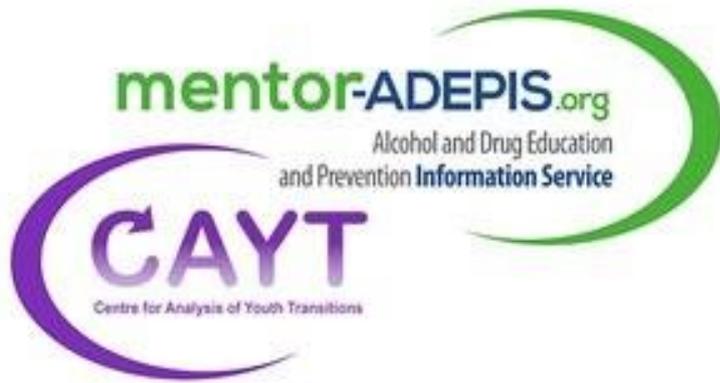


Incredible Years®: Dina Dinosaur's Social Skills and Problem Solving Curriculum

Programme Review
Mentor UK



**Overall Programme Performance
(Maximum Score 4)**

4



Excellent Evidence of Research and Impact

**Evidence
(Maximum Score 7)**

7

Excellent Standard of Evidence

**Outcomes and Impact
(Maximum Score 4):**

4

Very High Impact in all intended Outcomes in terms of reach and significance

PROGRAMME SNAPSHOT

Aim: To Promote Children's Social Skills, Self-Regulation, and Classroom Behavior

Age: Children ages 3-8 years of age

Gender: Both

Geography: Rural and Urban

Setting: Classroom Based

Current Programme Status: Active

Translation: The programme has been translated into multiple languages, including Spanish, Norwegian and Dutch.

Cost: Yes

Prevention Curriculum: \$1425

Intervention Curriculum: \$1375

Further details of costs can be downloaded from the Incredible Years website.

Training required: Yes

Related Programmes:

Incredible Years® Parent Programme

Incredible Years® Teacher Classroom Management Training

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PROGRAMME PROFILE

Incredible Years® Dina Dinosaur's Social Skills and Problem-Solving Curriculum

- **Programme Summary**

A prevention programme that can be delivered as a treatment programme for children who are already exhibiting behaviour problems or as a prevention programme in classroom settings. The programme is rated as 'Excellent'. In follow-up studies, adolescents showed increased social and emotional competence with peers in classroom, increased problem-solving skills, reductions in behaviour problems and increased academic readiness and cooperation with teachers.

- **Programme Description**

Programme Goal

To Promote Children's Social Skills, Self-Regulation, and Classroom Behaviour

Overview

The Incredible Years® Child Dinosaur programmes target children ages 3-8 years of age. The treatment programme (for 4-8-year olds) is delivered to groups of 6 children in weekly 2-hour sessions for 18-20 weeks. The classroom prevention programme is delivered 2-3 times per week across the course of a whole school year (approximately 60 lessons). The prevention version of the programme has separate lesson plans for preschool children (3-4 years old), Kindergarten/first grade (5-6 years old) and second grade (7-8 years old).

Theoretical Background

The programme includes cognitive social learning theory and particularly Patterson's coercion hypothesis of negative reinforcement developing and maintaining deviant behaviour; Bandura's notions of modelling and self-efficacy; Piaget's developmental interactive, cognitive learning methods; new brain development research; and attachment theories are used by therapists when working with children. Children are taught cognitive, emotional self-regulation and behavioural strategies and emotional literacy for managing angry, negative, and depressive self-talk and increasing prosocial behaviour, self-esteem, and confidence.

Programme Topics

- Apatosaurus Unit: Dina School Rules
- Triceratops Unit: Detecting and Understanding Feelings
- Iguanodon Unit: How to Do Your Best in School (e.g., cooperation, listening, quiet hand up, stop-look-think-check)
- Stegosaurus Unit: Problem Solving
- Tyrannosaurus Rex: Anger Management
- Allosaurus Unit: How to Be Friendly (waiting, sharing, helping, taking turns, teamwork)
- Brachiosaurus Unit: How to Talk to Friends (suggestions, apologising, complimenting, forgiving)

Therapy Process

The programme is based on principles of video modelling, observational and experiential learning, rehearsal and practice with peers, individual goal setting for each child, self-management, self-reflection and cognitive self-control. Children learn new skills through age-appropriate activities in a fun and supportive school-like setting. Therapists use child-size puppets, games, songs, role play practice, coached play, and discussions of video vignettes to help children learn, internalise, and generalise new strategies.

Training for group leaders/facilitators to run the programme:

Group leaders are ideally assumed to be drawn from professionals with masters, higher degrees or diplomas in fields such as psychology, psychiatry, social work, nursing, teaching or counselling. Group leaders receive 3-day workshops in groups up to 25 participants with recommendations to have follow-up consultation and support 2-3 times during delivery of the programme until accredited.

Implementation Information

Information on Incredible Years® Dina Dinosaur's Social Skills and Problem-Solving Curriculum, including training opportunities, can be found on the programme's website: <http://www.incredibleyears.com>

- Evidence

<p style="text-align: center;">Evidence Rating (Maximum Score 7)</p> <div style="text-align: center;"></div> <p style="text-align: center;"><i>Excellent Standard of Evidence</i></p>
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Programme developers have provided four studies that evaluate the Incredible Years® Dina Dinosaur's Social Skills and Problem-Solving Curriculum, all of which have allocated participants at an individual level. The programme has been evaluated and its effectiveness has been assessed through four randomised control trials showing high level of statistical analysis. Detailed research articles showing a high standard of evidence have been submitted comprising of three randomised control trials and several independent replications of the child treatment programme and one randomised control trial of the prevention programme. Overall, this programme performs at the highest level.

Evidence-base (Studies Reviewed)

These sources were used in the development of the programme profile:

Study 1.

Webster-Stratton, C., Reid, M.J., and Hammond, M. 2004. *Treating Children With Early-Onset Conduct Problems: Intervention Outcomes for Parent, Child, and Teacher Training*. Journal of Clinical Child and Adolescent Psychology.

Study 2.

Webster-Stratton, C. & Hammond, M. A. 1997. *Treating Children with Early-Onset Conduct Problems: A Comparison of Child and Parent Training Interventions*. Journal of Consulting and Clinical Psychology, 65(1), 93-109.

Study 3.

Webster-Stratton, C., M.J. Reid, and T.P. Beauchaine, Combining Parent and Child Training for Young Children with ADHD. Journal of Clinical Child and Adolescent Psychology, 2011. 40(2): p. 1-13.

Study 4.

Webster-Stratton, C., Reid, M. J., University of WA, and Stoolmiller, M. 2008. *Preventing Conduct Problems and Improving School Readiness: Evaluation of The Incredible Years® Teacher and Child Training Programmes in High-Risk Schools*. Journal of Child Psychology and Psychiatry. 49 (5), 471-488.

- **Impact**

Outcomes and Impact Rating (Maximum Score 4):



Very High Impact in all intended Outcomes in terms of reach and significance

Study 1.

Following the 6-month intervention, all treatments resulted in significantly fewer conduct problems with mothers, teachers, and peers compared to controls. Children showed more prosocial skills with peers in the Child Training Group (CT) conditions than in control. All Parent Training Treatment Groups (PT) conditions resulted in less negative and more positive parenting for mothers and less negative parenting for fathers than in control. Mothers and teachers were also less negative than controls when children received CT. Adding Teacher Training (TT) to PT or CT improved treatment outcome in terms of teacher behaviour management in the classroom and in reports of behaviour problems

Study 2.

Post treatment assessments indicated that all 3 treatment conditions had resulted in significant improvements in comparison with controls. Comparisons of the 3 treatment conditions indicated that CT and CT + PT children showed significant improvements in problem solving as well as conflict management skills, as measured by observations of their interactions with a best friend; differences among treatment conditions on these measures consistently favored the CT condition over the PT condition. As for parent and child behavior at home, PT and CT + PT parents and children had significantly more positive interactions, compared with CT parents and children. One-year follow-up assessments indicated that all the significant changes noted immediately post treatment had been maintained over time. Moreover, child conduct problems at home had significantly lessened over time.

Study 3.

Independent results treatment effects for mothers' praise and coaching, critical statements, and child total deviant behaviours. Both mothers and fathers reported treatment effects for children's externalising, hyperactivity, inattentive and oppositional behaviours, and emotional regulation and social competence. There were also significant effects for children's emotion vocabulary and problem-solving ability. At school teachers reported treatment effects for externalising behaviours and peer observations indicated improvements in treated children's social competence.

Study 4.

This randomised trial evaluated the Incredible Years® social, emotion, and problem-solving curriculum (Dinosaur School) and the Incredible Years® Teacher Classroom Management Programme as a selective prevention programme for socioeconomically disadvantaged children enrolled in Head Start, kindergarten, or first grade classrooms in schools selected because of high rates of poverty. Results from multi-level models on a total of 153 teachers and 1768 students are presented. Teachers were observed to use more positive classroom management strategies and their students showed more social competence and emotional self-regulation and fewer conduct problems than control teachers and students. Intervention teachers reported more involvement with parents than control teachers.

- **Evaluation Methodology**

Study 1.

Families of 159, 4 to 8-year-old children with oppositional defiant disorder were randomly assigned to either a) parent training; b) parent, and child training; c) teacher and child training; d) parent, child, and teacher training; or e) a waiting list control. Reports and independent observations were collected at home and school.

Study 2.

Families of 97 children with early-onset conduct problems, 4 to 8-year olds, were randomly assigned to one of 4 conditions: a parent training treatment group, a child training group, a combined child and parent training group, or a waiting-list control group.

Study 3.

Families of 99 children with attention-deficit/hyperactivity disorder (ADHD), 4 to 6 year olds, were randomly assigned to the combined parent and child programmes.

Study 4.

The study design randomly assigned culturally diverse Head Start programmes and elementary schools serving low-income populations to intervention or control conditions. Random assignment was conducted separately for matched pairs of Head Start programmes and elementary schools. One hundred and twenty classrooms from Seattle area Head Starts and 14 elementary schools were involved in the project. All participating schools served a diverse low-income and multi-ethnic population. In the intervention schools, all children enrolled in Head Start, kindergarten, or grade one classrooms received the Incredible Years® social, emotional and problem-solving curriculum (Dinosaur School) as a prevention intervention. Control schools followed

their usual school curriculum. Informed consent was obtained from all teachers and parents.

ADDITIONAL REFERENCES

Along with programme background information stored in the Incredible Years online research library, the following sources were used in the development of the programme profile:

Hutchings, J., et al., The Incredible Years® therapeutic social and emotional skills programme: A pilot study. *School Psychology International*, 2012. 33(3): p. 285-293.

Hutchings, J., et al., A pilot study of the Webster-Stratton Incredible Years® Therapeutic Dinosaur School Programme. *Clinical Psychology Forum*, 2007. 170: p. 21-24.