

The Incredible Years Child Programs

Program developed by Carolyn Webster-Stratton, Ph. D., Professor and Director of the Parenting Clinic at the University of Washington.



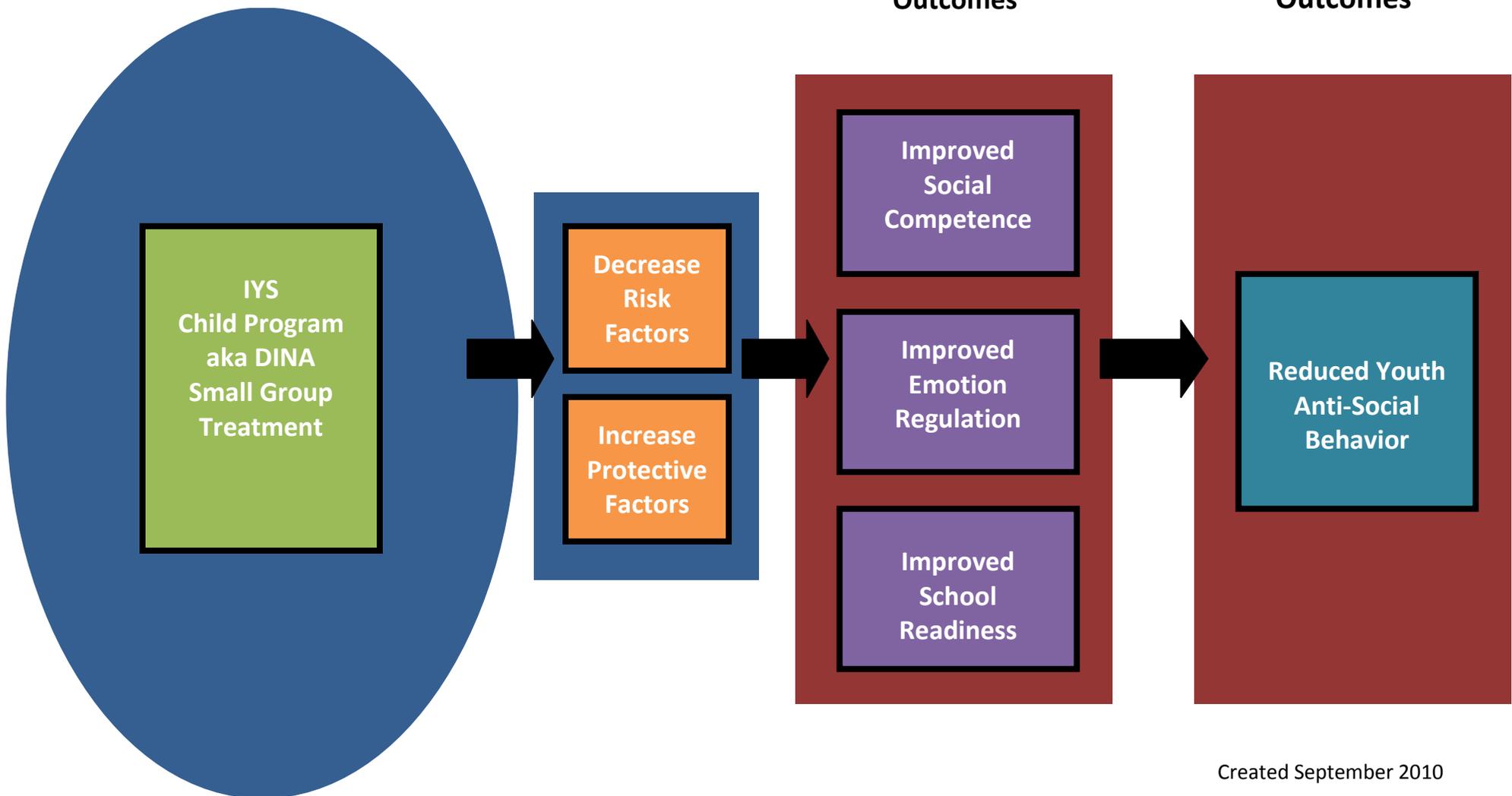
Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University and Carolyn Webster-Stratton, Professor, University of Washington

Program Components

Targets

Proximal (Short-term) Outcomes

Distal (Long-term) Outcomes



The Incredible Years Child Program (aka DINA Curriculum)

Program developed by Carolyn Webster-Stratton, Professor and Director of the Parenting Clinic at the University of Washington.



Child Program Components & Goals

Program Modalities

Specific strategies, methods, and techniques are used to accomplish the program goals.

Targeted Risk and Protective Factors

Risk factors, which increase the likelihood of negative outcomes (e.g., drug use, delinquency, school dropout, teen pregnancy, and violent behavior) are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

Proximal (Short-term) Outcomes

Targeted outcomes that the program has been shown in research to impact *immediately following program completion*.

Hypothesized Distal (Long-term) Outcomes

Outcomes that the program is designed to impact at long term follow-up during adolescence. (Long term follow-up data have not been conducted.)

Component:

IYS DINA Curriculum Child Program (Small Group)

Goal: Increase children's emotional, persistence, social and academic competencies for children with behavior problems and ADHD and reduce behavior problems.

- Video Modeling
- Role Play & Behavioral Practice
- Group Support and Problem Solving
- Snacks
- Take Home Activities with Parents
- Group Art, Activities, Games and Songs
- Puppet and Imaginary Play Activities
- Positive Self-Talk and Self-Regulation Activities
- Peer Academic, Persistence, Social, and Emotion Coaching

Risk Factors:

- Child aggressive behavior
- Poor problem solving skills
- Poor social skills & emotion literacy
- Early initiation and persistent conduct problems
- Low academic readiness
- Poor relationships with parents, teachers and peers

Protective Factors:

- Emotional regulation
- Social skills & positive friendships
- Effective problem solving
- Positive relationships and teaching from parents and teachers

Increased Social Competence and Emotional Regulation and School Readiness:

Proven Outcomes:

- Improved youth self-control
- Improved social problem solving
- Reduced youth conduct problems at school and home

Hypothesized Outcomes:

- Increased academic readiness such as on task behavior and cooperation with teachers

Hypothesized Reduced Youth Antisocial Behavior:

- Less aggressive & destructive behavior
- Less use of drug and alcohol use
- Less likely to become involved with deviant peer groups
- Less likely to drop out of school
- Less criminal activity
- Less pregnancy