<table>
<thead>
<tr>
<th>Citation</th>
<th>Type of Reference</th>
<th>Participants</th>
<th>Design</th>
<th>Measures</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herman, K. C., Borden, L. A., W. M., &amp; Webster-Stratton, C. (2011). The impact of the Incredible Years parent, child, and teacher training programs on children’s co-occurring internalizing symptoms. <em>School Psychology Quarterly, 26</em>, 189-201.</td>
<td>Exptl</td>
<td>159 families with children ages 4-8 years old. All children met DSM-IV criteria for ODD. Some families self-referred into the study, and most were recruited or referred by professionals in the community.</td>
<td>Between-groups in which families were randomly assigned to one of the following conditions: Parent training (PT). Parent + teacher training (PT+TT). Child training (CT). Child + teacher training (CT+TT). Parent + child + teacher training (PT+CT+TT). Waitlist control group.</td>
<td>Child Behavior Checklist (CBCL, Achenbach, 1991) completed by mother at post-intervention and a follow-up one year later.</td>
<td>Post-intervention: Children in any of the treatment condition scored lower on the CBCL Internalizing scale than control children. Fully-combined intervention group (PT+CT+TT) had lowest internalizing scores when compared to control group. One year follow-up: Children in PT+TT group had lower internalizing scores.</td>
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<tr>
<td>Study</td>
<td>Participants</td>
<td>Methods</td>
<td>Results</td>
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| Hutchings, J., Bywater, T., Daley, D., & Lane, E. (2007). | QE: 9 children (8 male) ages 7-11 | • Replication study  
• Pre-post, no control group  

Teacher and parent measures completed at pre- and post-intervention:  
• Strengths and Difficulties Questionnaire (parent)  
• Self-Control Rating Scale (parent and teacher)  
• Eyberg Child Behavior Inventory (parent) | Statistically-significant improvement in child scores on all three measures from pre-intervention to post-intervention  
• Post-intervention means on parent measures fell above clinical cutoff for conduct problems  
• Means fell below clinical cutoff for teacher measures.  

Important to note that Therapeutic Dinosaur School was designed for ages 4-8, but these children were ages 7-11. |
|                                        | Exptl: 90 Head Start teachers and 509 children | Random assignment at the school level into treatment or control condition  
Treatment Head Start teachers received Incredible Years Teacher Classroom Management as the training component of a larger intervention called the Chicago School Readiness Project (CSRP) | All classrooms were observed by trained raters using the Classroom Assessment Scoring System (CLASS)  
Multi-level modeling with classrooms nested within sites  

Results cannot be attributed to IY program because it was just one component of the larger CSRP intervention. |
|                                        | Exptl: 159 children ages 4-7 diagnosed with ODD | Random assignment into one of the following conditions:  
• Child training (CT)  
• Parent training (PT)  
• Parent training and Assessments completed before treatment, 1-2 months after treatment, 1 year post-treatment, and 2 years post-treatment:  
• Parent reports of | Compared to control group for conduct problems at home:  
• CT and CT+TT conditions did not produce statistically significant improvements |
Behavior Therapy, 34, 471-491.

The authors reviewed the literature on the Teacher Classroom Management (TCM) program and

The Incredible

teacher training (PT+TT)
- Child training and teacher training (CT+TT)
- Parent, teacher, and child training (PT+CT+TT)
- Waitlist control group

child behavior
- Observations of parent and child interactions
- Teacher reports of child behavior
- Observations of child interactions with teachers and peers
- Structured child observation at clinic playroom

significant improvement
- 46% of children in PT condition improved
- 59% of children in PT+TT condition improved
- 55% of children in PT+CT+TT improved

Compared to control group for conduct problems at school:
- CT, CT+TT, and PT+CT+TT groups made statistically significant improvements

At 2-year follow-up:
- Parent ratings show PT+TT group doing better than PT-only group
- Teacher ratings show all 5 treatment groups maintained effects at school
- PT+TT condition produced positive outcomes at both home and school

TCM has demonstrated positive effects on teachers’ skills in areas of classroom

W. M., Stormont, M., Stratton, C., Newcomer, L. L., & Herman, K. C. (2012). The Incredible

CO, EF N/A

N/A
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<tr>
<th>Teacher Classroom Management Program: Using Coaching to Support Generalization to Real-World Classroom Settings. <em>Psychology in the Schools</em>, 49, 416-428.</th>
<th>Highlighted principles of coaching and consultation to make TCM more effective in classrooms.</th>
<th>Coaching has been found to provide useful support and feedback that support fidelity implementation. Authors are currently conducting a large-scale efficacy trial of elementary classrooms implementing TCM versus control.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webster-Stratton, C. (2001). <em>The Incredible Years: Parents, Teachers, and Children Training Series.</em> Residential Treatment for Children &amp; Youth, 18, 31-45.</td>
<td>This article provides a comprehensive overview of the IY curricula, as explained by the IY creator – Dr. Carolyn Webster-Stratton.</td>
<td>IY is a comprehensive set of programs designed to promote social competence and prevent aggression-related conduct problems in young children. IY programs can be universal, selected, indicated/individual. Webster-Stratton lists “key ingredients” of each IY program. Early IY studies show that combined parent child programs produced better child outcomes than parent programs alone.</td>
</tr>
<tr>
<td>CO</td>
<td>N/A</td>
<td>The authors describe how Incredible Years fits into a prevention science framework for preventing behavior problems and review the evidence related to the teacher and child programs.</td>
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<tr>
<td>CO</td>
<td>N/A</td>
<td>The authors describe the Dinosaur child training program.</td>
</tr>
<tr>
<td>CO</td>
<td>N/A</td>
<td>• Delivering IY programs with fidelity in schools involves standardized quality training and ongoing supervision for teachers, adherence to program dosage, sessions, support from the school or agency, and data collection for service delivery and outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advancing IY practice in school settings involves interest from one or more staff member(s) and connecting IY to other existing prevention efforts in the agency.</td>
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<tr>
<td></td>
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<td>• Randomized control trials have produced positive effects for teacher and child programs.</td>
</tr>
<tr>
<td>CO</td>
<td>N/A</td>
<td>• The Dinosaur program was initially created as a treatment for children with ODD/CD, but now extends to classwide prevention.</td>
</tr>
</tbody>
</table>
| | | • Randomized control trials of the treatment
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<tr>
<th>CO</th>
<th>N/A</th>
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<tr>
<td>This article outlines the content and highlights the documented effects of the Dinosaur therapeutic curriculum. This article also discusses applications of the Dinosaur curriculum to children who have diagnoses comorbid with ODD, including ADHD, academic problems, and autism spectrum disorders.</td>
<td>N/A</td>
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</table>

- Studies of the classwide Dinosaur program have led to reduced aggression and disruptive behavior.
- Content of the Dinosaur program includes making friends, learning school rules, understanding feelings, problem solving, anger management, being friendly, and talking with friends.
- Dinosaur program is more effective when paired with parent involvement.

- It is important to tailor the Dinosaur treatment program to meet individual child needs.
- Dinosaur classroom prevention curriculum has been effective in reducing aggressive behavior and in promoting social competence in the classroom.
- Modify Dinosaur for
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<th>Exptl</th>
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|   | 272 mother-child dyads | 61 Head Start teachers from 36 classrooms across 14 centers | Head Start classrooms were randomly assigned to treatment or control condition. All the children within a treatment classroom received IY programming for parents, teachers, and children. All the children within a control classroom received Head Start programming “business as usual”. | Completed in Fall and Spring of Head Start year:  
- Home observation  
- Classroom observation  
- Parent report measures/rating scales  
- Teacher report measures/rating scales |
|   | As compared to “business as usual” Head Start, the IY treatment packaged produced:  
- Reduction in negative parenting strategies  
- Increase in positive parenting strategies  
- Higher levels of parent-teacher bonding  
- Reduction in child conduct problems at home (not quite statistically significant)  
- Reduction in child behavior problems at school  
- Improvement in teacher |
<table>
<thead>
<tr>
<th>Exptl</th>
<th>159 families with children 4-8 years old who met DSM-IV criteria for ODD (90% male)</th>
<th>Treatment conditions:</th>
<th>A long list of measures mapped onto the following six constructs:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Child training (CT) – Dinosaur School</td>
<td>● Child training + teacher training (CT+TT)</td>
<td>● Positive parenting</td>
</tr>
<tr>
<td></td>
<td>● Parent training (PT)</td>
<td>● Parent training + teacher training (PT+TT)</td>
<td>● Negative parenting</td>
</tr>
<tr>
<td></td>
<td>● Child training + teacher training (CT+TT)</td>
<td>● Child + parent + teacher training (CT+PT+TT)</td>
<td>● Child conduct problems at home</td>
</tr>
<tr>
<td></td>
<td>● Waitlist control group</td>
<td>● Waitlist control group</td>
<td>● Child conduct problems at school with peers</td>
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</tbody>
</table>


Classroom management strategies

91% of teachers reported satisfaction with program.

Did not evaluate effects of a teacher training-only condition, so cannot isolate the effects the IY teacher program had on child outcomes.

Post-intervention effects

- Conditions that included PT showed most improvements on parenting skills.
- All five treatment groups improved child negative behaviors at home according to mother report.
- All five treatment groups improved child conduct at school with peers.
- Conditions that included CT showed most improvement on child social competence.
- Conditions that included TT showed most improvement on teacher classroom management.
<table>
<thead>
<tr>
<th>Study</th>
<th>N/A</th>
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Expt | 1,768 students and 153 teachers in Head Start, kindergarten, or first grade | Randomized control trial with random assignment at the program (for Head Start) or school (for K and 1 classes) level | A variety of measures at pre- and post-intervention measuring the following:  
- Child social-emotional skills  
- Child conduct problems  
- Teacher competencies  
- Teacher efforts to involve parents  
- Classroom environment |

CO | N/A | N/A | N/A |

Multi-level modeling revealed that Dinosaur School implementation led to:  
- Improved teacher classroom management  
- Improved child emotional self-regulation skills  
- Improved social problem-solving skills  
- Reduced conduct problems and off-task behavior in the classroom  
- Improved teacher-parent bonds  

Overall, the benefits were greatest in treatment classrooms who scored the lowest at pre-test.
Principles that lead to fidelity include:
- collaboration and relationships,
- teacher-selected goals, progress monitoring, building confidence and self-efficacy, self-reflection, and skill generalization.