

Last reviewed: January 2021

Intervention website: <http://www.incredibleyears.com>

GUIDEBOOK INTERVENTION INFORMATION SHEET

Incredible Years School Age Basic + Advance Parent Training Curriculum

Please note that in the ‘Intervention Summary’ table below ‘child age’, ‘level of need’, and ‘race and ethnicities information is **as evaluated in studies**. Information in other fields describes the intervention as **offered/supported by the intervention provider**.

Intervention summary	
Description	Incredible Years ADVANCE is an add-on component to the Incredible Years School Age BASIC intervention. It is designed to be delivered to families after they have received the BASIC intervention and includes opportunities for the parent and child to attend the intervention together. It is delivered by two IY certified facilitators to groups of five to eight families who have already received the School Age BASIC programme, for between 9 to 12 additional weekly sessions.
Evidence rating	2
Cost rating	2
Child outcomes	<ul style="list-style-type: none"> • Supporting children’s mental health and wellbeing <ul style="list-style-type: none"> - Improved emotional wellbeing. • Preventing crime, violence and antisocial behaviour <ul style="list-style-type: none"> - Improved behaviour.
Child age (population characteristic)	5 to 12 years
Level of need (population characteristic)	Targeted Indicated

Foundations Guidebook – Intervention information sheet

Visit the Foundations Guidebook | www.foundations.org.uk/guidebook

Intervention summary	
Race and ethnicities (population characteristic)	Chinese American
Type (model characteristic)	Group
Setting (model characteristic)	<ul style="list-style-type: none">• Early years setting• Primary school• Community centre• Out-patient health setting.
Workforce (model characteristic)	Two psychologists, mental health counsellors, marriage and family therapists, social workers, or similar practitioners
UK available?	Yes
UK tested?	Yes

Model description

Incredible Years School Age Basic is part of the Incredible Years series of interventions for children, parents, and teachers. IY School Age Basic is specifically for parents with concerns about the behaviour of a child aged between 6 and 12 years.

IY School Age BASIC is suitable for children with attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), conduct disorder (CD), or difficulties with peer relationships. It aims to increase the use of effective parenting strategies and ultimately reduce antisocial or criminal behaviour in children who may be at risk.

Incredible Years ADVANCE is an add-on intervention to the Incredible Years Prechool BASIC and School Age BASIC interventions, designed to be delivered to families after completing the BASIC intervention. It is particularly recommended where child risk factors, such as oppositional or aggressive behaviours, ADHD, poor social skills, or autism spectrum disorders, or parent risk factors, such as mental health problems, poor communication skills, social isolation, marital conflict, or emotion regulation difficulties, are present. The intervention aims to support high-risk groups who are likely to progress slower through the curriculum content by enabling parents and practitioners to consolidate and progress on content for which there was no time in the BASIC intervention sessions.

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IY School Age BASIC is delivered in 12 to 16 two-hour sessions by a lead and co-practitioner to groups of 8 to 12 parents. When combined with the Advanced Programme, parents attend an additional 10 to 12 sessions depending on the needs of the target group. It can also be delivered individually to families in 12 to 16 sessions lasting 1.5 to 2 hours each.

During the sessions, parents engage in group discussions guided by facilitators, sharing experiences and understanding the rationale behind the strategies. Role-plays allow parents to practise new strategies, tailoring them to specific issues faced at home. Homework encourages parents to implement these strategies with their children, and they return to the group to refine their approach with feedback. Weekly reading assignments offer theoretical and practical guidance, while video vignettes showcase diverse parenting scenarios, helping parents develop effective strategies tailored to their unique family situations.

Target population

Age of child	6 to 12 years
Target population	Parents of children aged 6 to 12 years diagnosed with oppositional-defiant or conduct disorder, and who would benefit from more time to progress through content than is possible in the BASIC intervention alone

Please note that the information in this section on target population is as **offered/supported by the intervention provider**.



Theory of change

Why		Who	How	What		
Science-based assumption	Science-based assumption	Science-based assumption	Intervention	Short-term outcomes	Medium-term outcomes	Long-term outcomes
Challenging child behaviours during primary school increase the risk of behavioural problems in adolescence.	<p>Effective parenting helps children to regulate their own behaviour and reduce the risk of child behavioural problems becoming established.</p> <p>Ineffective parenting strategies can increase the risk of child behavioural problems becoming further entrenched.</p>	Parents dealing with stressful family circumstances or child behaviour that is particularly challenging often benefit from additional parenting support.	<p>Parents learn:</p> <ul style="list-style-type: none"> • Age-appropriate expectations for their child • Strategies for establishing predictable family routines • Strategies for promoting positive parent–child interaction • Strategies for implementing age-appropriate discipline. 	<ul style="list-style-type: none"> • Parents implement effective parenting strategies in the home • The parent’s confidence and self-efficacy as a parent increases • Parent–child interaction improves. 	<ul style="list-style-type: none"> • Children are better able to regulate their behaviour and emotions • Children’s behaviour improves • Behavioural problems are less entrenched. 	<ul style="list-style-type: none"> • Children are at less risk of antisocial behaviour in adolescence • Children are more likely to engage positively with others.



Implementation requirements

Who is eligible?	Parents of children aged 6 to 12 years diagnosed with oppositional-defiant or conduct disorder.
How is it delivered?	<p>Incredible Years School Age BASIC is delivered in 12 to 16 sessions of two hours' duration each by two practitioners, to groups of 8 to 12 parents (5 to 8 families).</p> <p>Incredible Years ADVANCE is delivered in 9 to 12 additional sessions of 2 to 2.5 hours' duration each by two practitioners, to groups of 8 to 12 parents (5 to 8 families).</p>
What happens during the intervention?	<p>Group discussion and brainstorm: guided by facilitators, parents discuss new content, share their own experiences, and come to an understanding of the rationale behind the parenting strategies that are presented to them during the intervention.</p> <p>Role-plays: parents practise strategies in the parent role, and experience the new strategies from the child's point of view. Role-play is tailored to represent specific issues that families in the group are experiencing at home.</p> <p>Homework: parents take what they have discussed and practised in the group and try the new strategies at home with their own children. They come back to the group to report on what worked and what did not work, so that they can receive ideas and feedback to refine their practice.</p> <p>Parent book: parents have a reading assignment each week that provides some theory behind the strategies that they are learning, as well as practical examples of how to implement the new strategies.</p> <p>Video vignettes: parents watch vignettes of other parents who represent a diverse range of cultures, family circumstances, and child developmental level. From these vignettes, the parents develop principles of effective parenting and think about how they wish to apply these with their own children.</p>
Who can deliver it?	The practitioners who deliver this intervention are two psychologists, mental health counsellors, marriage and family therapists, social workers or similar practitioners.
What are the training requirements?	The practitioners have 18 hours of training for the Incredible Years BASIC intervention plus 16 hours of training for the Incredible Years ADVANCE intervention. Booster training of practitioners is recommended.



Implementation requirements (Cont.)

How are practitioners supervised?	It is recommended that practitioners are supervised by one clinical host-agency supervisor, with two to three years of intervention training.
What are the systems for maintaining fidelity?	Intervention fidelity is maintained through the following processes: <ul style="list-style-type: none"> • Training manual • Other printed material • Other online material • Video or DVD training • Face-to-face training • Fidelity monitoring.
Is there a licensing requirement?	No
*Contact details	<p>Contact person: Carolyn Webster-Stratton</p> <p>Organisation: Incredible Years</p> <p>Email address: cwebsterstratton1@icloud.com incredibleyears@incredibleyears.com</p> <p>Websites: http://www.incredibleyears.com http://www.incredibleyears.com/early-intervention-programs/child</p> <p>*Please note that this information may not be up to date. In this case, please visit the listed intervention website for up to date contact details.</p>

Evidence summary

Incredible Years School Age BASIC + ADVANCE's most rigorous evidence comes from a single RCT conducted in the United States consistent with Foundations' Level 2 evidence strength criteria.

This study identified statistically significant pre/post intervention improvements in parents' reports of their children's behaviour and emotional wellbeing. Parents also reported improvements in their disciplinary practices.

Incredible Years School Age BASIC + ADVANCE Parent Training Curriculum has preliminary evidence of improving a child outcome, but we cannot be confident that the programme caused the improvement.



Search and review

	Number of studies
Identified in search	11
Studies reviewed	1
Meeting the L2 threshold	1
Meeting the L3 threshold	0
Contributing to the L4 threshold	0
Ineligible	10

Individual study summary: Study 1

Study 1	
Study design	RCT
Country	United States
Sample characteristics	<ul style="list-style-type: none"> 54 Chinese American families, with children between 5 and 12 years old, where parents were referred or self-referred for a need in parenting support Eligible parents self-identified as being of Chinese descent, immigrated to the US after the age of 18, and spoke Mandarin or Cantonese fluently.
Race, ethnicities, and nationalities	100% Chinese American
Population risk factors	<ul style="list-style-type: none"> 67.5% of parents had attained a high school education or less 71.4% had annual family incomes below \$50,000 Parents' length of residence in the US ranged from 2 months to 12 years 48.1% of the participating children had elevated internalising or externalising problems (T score >65 on the parent report Child Behaviour Checklist).



Study 1	
Timing	<ul style="list-style-type: none"> • <i>Baseline</i>: Initial measurement for all participants. • <i>Baseline 2</i>: Second measurement for the wait-list control group before they received the intervention (to assess stability before intervention). • <i>Post-intervention</i>: Measurement taken immediately after the intervention. • <i>6-Month follow-up</i>: Final measurement taken six months after the intervention.
Child outcomes	<ul style="list-style-type: none"> • Reduced child externalising problems (Parent report) • Reduced child internalising problems (Parent report).
Other outcomes	<ul style="list-style-type: none"> • Increased positive involvement of parents with children (Parent report) • Decrease in parents' use of negative discipline (Parent report).
Study Rating	2
Citation	Lau, A., S., Fung, J. J., Ho, L. Y., Liu, L. L. & Gudino, O. G. (2011) Parent training with high-risk immigrant Chinese families: A pilot group randomized trial yielding practice-based evidence. <i>Behaviour Therapy</i> . 42, 413–426.

Brief summary

Population characteristics

This study involved 54 Chinese American families living in the United States, with a child aged between 5 and 12 years old where parents were referred or self-referred for a need in parenting support. 61.7% of children were boys.

Eligible parents self-identified as being of Chinese descent, immigrated to the US after the age of 18, spoke Mandarin or Cantonese fluently, and identified difficulties with either parenting of child behaviour problems.

67.5% of parents had attained a high school education or less, and 71.4% had annual family incomes below \$50,000. Parents' length of residence in the US ranged from 2 months to 12 years. 48.1% of the participating children had elevated internalising or externalising problems.

Study design

32 families were randomly assigned to the IY group and 22 to a wait-list control. Families were recruited across three waves, and within each wave families were assigned to one of two groups based on location and preferred language. Groups were randomised by coin toss to receive



intervention or wait-list control ('delayed treatment'). There were no significant differences on baseline measures or demographic variables.

Measurement

Assessments involving both groups took place at baseline (pre-intervention) and immediately following intervention completion. Those in the intervention group also participated in a follow-up assessment six months after intervention completion.

- Child behaviour problems were measured using the Chinese version of the Child Behavior Checklist (CBCL) (Parent report).
- Parenting stress was measured using the Chinese version of the Parenting Stress Index-Short Form (PSI-SF) (Parent report).
- Parenting behaviour was measured using the Alabama Parenting Questionnaire (APQ) (Parent report).

Study retention

Post-intervention

83% (45) families participated in post-intervention assessment, representing 64% (29) of IY School Age BASIC + ADVANCE participants and 36% (16) of wait-list control participants. There were no significant differences between those who remained and those who were lost to follow-up.

Six-month follow-up

Study retention information not available for six-month follow-up.

Results

Data-analytic strategy

The study used ANCOVA analyses to examine the effect of intervention on measures of behaviour, parenting, and parenting stress at post-intervention, using an intent-to-treat approach and carrying the last observation forward for missing posttreatment observations.

Multiple regression analyses and mixed-effects modelling were used to examine mediator effects and effects of the intervention over time to six-month follow-up.

Findings

This study found statistically significant reductions in child externalising and internalising problems, increased positive involvement of parents with children and decreased parents' use of negative discipline at post-intervention for the IY group. The study also observed that changes in externalising behaviour problems were significantly mediated by changes in negative discipline. Using pooled data from the immediate and delayed treatment groups (wait-list control), the study observed that improvements in internalising and externalising symptoms at post-intervention were enhanced at six-month follow-up.



Subgroup analyses indicated that the intervention was least effective at reducing child internalising symptoms for families with parents exhibiting high levels of parenting stress at baseline. Subgroup analyses also indicated that the intervention was effective at improving internalising and externalising symptoms in children scoring above the clinical cutoff at baseline, but not for those with baseline symptoms below the clinical cutoff.

Limitations

The conclusions that can be drawn from this study are limited by methodological issues pertaining to the sample size being below 20 in one study group and a lack of clarity in terms of attrition, hence why a higher rating is not achieved.

Study 1: Outcomes table

Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Child outcomes					
Child emotional problems	CBCL (parent report)	$d=-0.51$	Yes	50	Post-intervention
Child conduct problems	CBCL (parent report)	$d=-0.40$	Yes	50	Post-intervention
Parent outcomes					
Positive involvement	APQ (parent report)	$d=0.49$	Yes	50	Post-intervention
Negative discipline	APQ (parent report)	$d=-0.71$	Yes	50	Post-intervention
Parenting Stress	PSF-SF (parent report)	$d=0.07$	No	50	Post-intervention



Other studies

The following studies were identified for this intervention but did not count towards the intervention's overall evidence rating. An intervention receives the same rating as its most robust study or studies.

Hutchings, J., Bywater, T., Williams, M. E., Shakespeare, M. K. & Whitaker, C. (2009) *Incredible Years: An effective parent programme for high-risk 8 to 16 year olds*. School of Psychology, Bangor University.

Hutchings, J., Bywater, T., Williams, M. E., Whitaker, C., Lane, E. & Shakespeare, K. (2011) The extended school aged Incredible Years parent programme. *Child and Adolescent Mental Health*. 16 (3), 136–143.

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Note on provider involvement: This provider has agreed to Foundations' terms of reference (or the Early Intervention Foundation's terms of reference), and the assessment has been conducted and published with the full cooperation of the intervention provider.