

Edition 07 – 3

Fall 2008

Research Précis

Best Practices: Safe and Drug-free Schools and Communities

Creating a better tomorrow...

Title: Incredible Years

Overview:

Incredible Years is a three-part curriculum for parents, teachers, and children designed to promote emotional and social competence and prevent, reduce, and treat behavioral and emotional problems in young children.

Target: Children ages 2-10

Extent/Duration of Program: Duration varies according to training program desired as well as specific portions used in each.

Program Costs:

- Program materials and costs vary according to training program and specific materials selected within each. See Web site for details.
- Training support is available. Recommended sequence is offered on the Web site.

For further information, or to order:

Incredible Years
1411 8th Avenue West
Seattle, WA 98119

Phone and Fax: 888-506-3562

E-mail: incredibleyears@incredibleyears.com

Web site: <http://www.incredibleyears.com>

Principles/Approaches/Components: *Incredible Years* is based on the premise that addressing multiple risk factors that contribute to development of conduct disorders in young children will reduce in later years the tendency for these youth to develop substance abuse problems, become involved with deviant peer groups, drop out of school, or engage in acts of delinquency or violence. All three of the series' training programs emphasizes the use of videotaped scenes to structure the content and stimulate group discussion and problem solving. The program components focus on parents (e.g., parenting skills, academic support and school readiness), children (e.g., peer relationships, reducing aggression, impulsive or oppositional behavior, communicating feelings, empathy for others, friendship development, anger management, interpersonal problem-solving, and obeying school rules), and teachers (e.g., effective use of praise and encouragement, proactive teaching strategies, and ways to manage inappropriate classroom behavior and build positive relationships with students).

Evidence-based Effectiveness: In numerous evaluation studies from 1982 to 2006, findings based on independent observations as well as parent reports indicated that treatment group children showed significantly fewer submissive behaviors (e.g., approval-seeking or help-seeking) and negative behaviors (e.g., pouting, ridicule) and higher rates of positive behaviors (e.g., smiling, expressions of affection) than control group children. Less use of spanking was noted repeatedly for treatment group children. In several instances, treatment group children also showed greater improvement in negative conflict management skills with peers.

Safe and Drug-free Schools and Communities Act (SDFSCA) connections:

A.ii - Activities that promote a sense of individual responsibility.

A.iv - Activities that teach students to recognize social and peer pressure to use drugs illegally

and the skills for resisting illegal drug use.

D - Professional development and training in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.

E.xi - Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

National Standards connections:

Pre-K through Grade 5

Health Education Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Health Education Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.

Health Education Standard 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health.

Health Education Standard 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

National Health Education Standards, Second Edition: Achieving Excellence. American Cancer Society, 2007.

Counseling: Personal and Social Development Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Counseling: Personal and Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

ASCA National Standards for Students. American School Counselor Association, 2004.

Recognition and additional reports:

The following organizations/institutions have recognized *Incredible Years*. The organizations are in alphabetical order and the status of the recognition is in parentheses.

National Mental Health Association (Lela Rowland Prevention Award)

Office of Juvenile Justice and Delinquency Prevention (OJJDP) (Model Program)

Promising Practices Network (Proven Program)

SAMHSA (Model Program)

GENERAL NOTES: The intent of the above synthesis and correlations is to assist teachers and school administrators dedicated to using best practices to reduce violence and substance abuse among students. To our knowledge, the information was current upon publication. However, details pertaining to status of program recognition, research and findings, costs, and contact information are subject to change.

Correlations to the Safe and Drug-free Schools and Communities Act (SDFSCA) federally approved activities and to national education standards have been limited in depth (“standard” level only) and breadth (number of standards and subjects) due to the encompassing nature of many programs that typically qualify as model or exemplary. The correlations listed should not be viewed as exhaustive.

For information on other effective programs for promoting safe and drug-free schools and communities, visit www.designedinstruction.com/learningleads/effective-sdfs-programs.html

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