

Incredible Years Parent Training with Incredible Years Child Training Children's Mental Health: Disruptive Behavior

Benefit-cost estimates updated December 2019. Literature review updated July 2018.

Current estimates replace old estimates. Numbers will change over time as a result of model inputs and monetization methods.

The WSIPP benefit-cost analysis examines, on an apples-to-apples basis, the monetary value of programs or policies to determine whether the benefits from the program exceed its costs. WSIPP's research approach to identifying evidence-based programs and policies has three main steps. First, we determine "what works" (and what does not work) to improve outcomes using a statistical technique called meta-analysis. Second, we calculate whether the benefits of a program exceed its costs. Third, we estimate the risk of investing in a program by testing the sensitivity of our results. For more detail on our methods, see our [Technical Documentation](#).

Program Description: Incredible Years Parent Training is a group, skills-based behavioral intervention for parents of children with disruptive behavior. The curriculum focuses on strengthening parenting skills (monitoring, positive discipline, confidence) and fostering parents' involvement in children's school experiences in order to promote children's academic, social, and emotional competencies and reduce conduct problems. In the studies included in this review, children also received Incredible Years Child Training concurrent to the parent training. The program consists of 12 to 16 weekly two-hour sessions provided by trained therapists separately to parents and children. Parent sessions include videotape modeling of parenting skills and focused discussion of the skills portrayed in the vignettes. Training classes include child care, a family meal, and transportation. Children are taught social, emotional, and academic skills, such as understanding and communicating feelings, using effective problem solving strategies, managing anger, practicing friendship, and conversational skills, as well as appropriate classroom behaviors.

Benefit-Cost Summary Statistics Per Participant

Benefits to:

Taxpayers	\$317	Benefit to cost ratio	(\$0.22)
Participants	\$173	Benefits minus costs	(\$3,891)
Others	\$268	Chance the program will produce	
Indirect	(\$1,464)	benefits greater than the costs	2 %
<u>Total benefits</u>	<u>(\$705)</u>		
<u>Net program cost</u>	<u>(\$3,186)</u>		
Benefits minus cost	(\$3,891)		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2018). The chance the benefits exceed the costs are derived from a Monte Carlo risk analysis. The details on this, as well as the economic discount rates and other relevant parameters are described in our [Technical Documentation](#).

Detailed Monetary Benefit Estimates Per Participant

Benefits from changes to: ¹	Benefits to:				
	Participants	Taxpayers	Others ²	Indirect ³	Total
Crime	\$0	\$9	\$22	\$5	\$36
Labor market earnings associated with high school graduation	\$141	\$60	\$77	\$0	\$277
K-12 grade repetition	\$0	\$2	\$0	\$1	\$3
K-12 special education	\$0	\$88	\$0	\$44	\$132
Health care associated with disruptive behavior disorder	\$48	\$168	\$174	\$84	\$473
Costs of higher education	(\$15)	(\$10)	(\$4)	(\$5)	(\$34)
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$1,593)	(\$1,593)
Totals	\$173	\$317	\$268	(\$1,464)	(\$705)

¹In addition to the outcomes measured in the meta-analysis table, WSIPP measures benefits and costs estimated from other outcomes associated with those reported in the evaluation literature. For example, empirical research demonstrates that high school graduation leads to reduced crime. These associated measures provide a more complete picture of the detailed costs and benefits of the program.

²"Others" includes benefits to people other than taxpayers and participants. Depending on the program, it could include reductions in crime victimization, the economic benefits from a more educated workforce, and the benefits from employer-paid health insurance.

³"Indirect benefits" includes estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

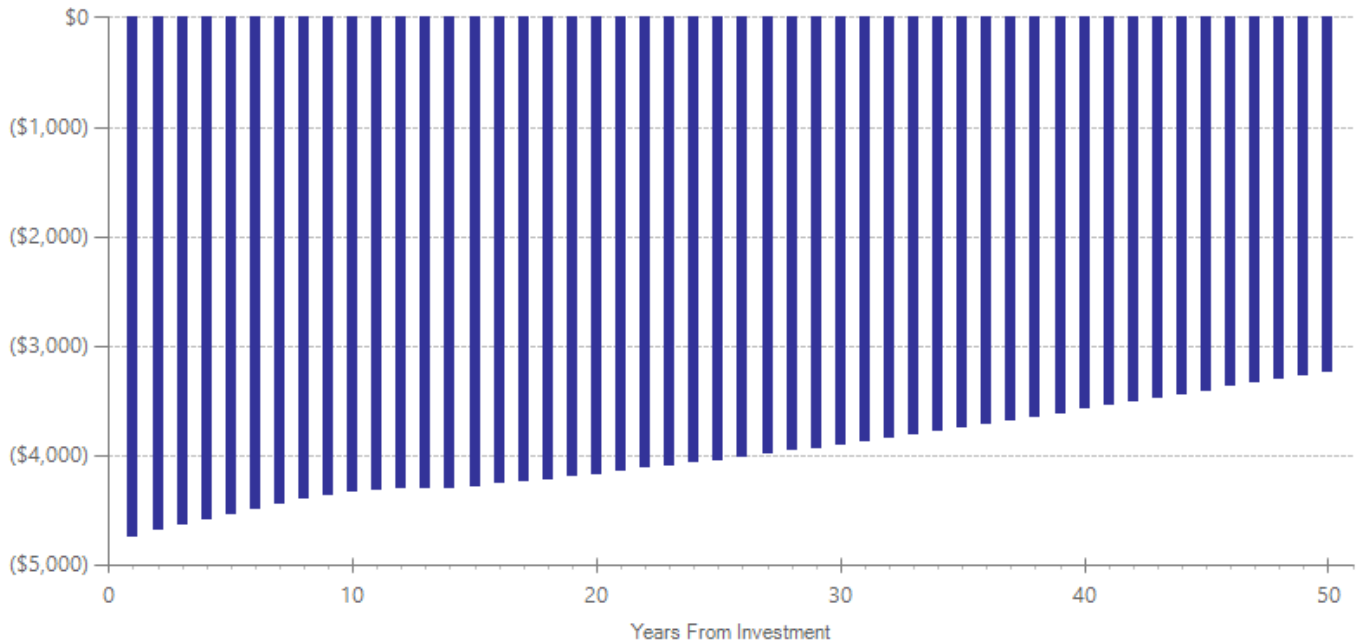
Detailed Annual Cost Estimates Per Participant

	Annual cost	Year dollars	Summary	
Program costs	\$3,970	2015	Present value of net program costs (in 2018 dollars)	(\$3,186)
Comparison costs	\$868	2010	Cost range (+ or -)	40 %

Incredible Years Parent Training with Incredible Years Child Training costs include both therapist time and additional program costs. Participants in the treatment studies received a weighted average of 32 hours of therapist time for parents, and 32 hours of therapist time for children. Hourly therapist cost is based on the actuarial estimates of reimbursement by modality (Mercer. (2016). Mental health and substance use disorder services data book for the state of Washington). Additional program costs include training, materials, and implementation fees (e.g., childcare or transportation) as reported in Foster, Olchowski, & Webster-Stratton (2007). Is stacking intervention components cost-effective? An analysis of the Incredible Years program. Journal of the American Academy of Child and Adolescent Psychiatry, 46, 1414-1424. We apply these costs to the average duration of the programs as reported in the studies (16 two-hour sessions for adults and 16 two-hour sessions for children) and assume that treatment groups included six families. For comparison group costs we used 2010 Washington State DSHS data to estimate the average reimbursement rate for treatment of child and adolescent disruptive behavior disorders.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta-analysis. The cost range reported above reflects potential variation or uncertainty in the cost estimate; more detail can be found in our [Technical Documentation](#).

Detailed Annual Cost Estimates Per Participant



The graph above illustrates the estimated cumulative net benefits per-participant for the first fifty years beyond the initial investment in the program. We present these cash flows in non-discounted dollars to simplify the “break-even” point from a budgeting perspective. If the dollars are negative (bars below \$0 line), the cumulative benefits do not outweigh the cost of the program up to that point in time. The program breaks even when the dollars reach \$0. At this point, the total benefits to participants, taxpayers, and others, are equal to the cost of the program. If the dollars are above \$0, the benefits of the program exceed the initial investment.

Meta-Analysis of Program Effects

Outcomes measured	Treatment age	Primary or secondary participant	No. of effect sizes	Treatment N	Adjusted effect sizes and standard errors used in the benefit-cost analysis						Unadjusted effect size (random effects model)	
					First time ES is estimated			Second time ES is estimated				
					ES	SE	Age	ES	SE	Age	ES	p-value
Attention-deficit/hyperactivity disorder symptoms	7	Primary	1	48	-0.064	0.204	7	0.000	0.141	8	-0.517	0.019
Disruptive behavior disorder symptoms	7	Primary	4	259	-0.056	0.091	7	-0.031	0.056	10	-0.549	0.025
Internalizing symptoms	7	Primary	3	241	-0.067	0.096	7	-0.067	0.096	9	-0.197	0.098
Parental stress [^]	33	Secondary	2	69	-0.258	0.197	34	n/a	n/a	n/a	-0.780	0.001

[^]WSIPP’s benefit-cost model does not monetize this outcome.

Meta-analysis is a statistical method to combine the results from separate studies on a program, policy, or topic in order to estimate its effect on an outcome. WSIPP systematically evaluates all credible evaluations we can locate on each topic. The outcomes measured are the types of program impacts that were measured in the research literature (for example, crime or educational attainment). Treatment N represents the total number of individuals or units in the treatment group across the included studies.

An effect size (ES) is a standard metric that summarizes the degree to which a program or policy affects a measured outcome. If the effect size is positive, the outcome increases. If the effect size is negative, the outcome decreases.

Adjusted effect sizes are used to calculate the benefits from our benefit cost model. WSIPP may adjust effect sizes based on methodological characteristics of the study. For example, we may adjust effect sizes when a study has a weak research design or when the program developer is involved in the research. The magnitude of these adjustments varies depending on the topic area.

WSIPP may also adjust the second ES measurement. Research shows the magnitude of some effect sizes decrease over time. For those effect sizes, we estimate outcome-based adjustments which we apply between the first time ES is estimated and the second time ES is estimated. We also report the unadjusted effect size to show the effect sizes before any adjustments have been made. More details about these adjustments can be found in our [Technical Documentation](#).

Citations Used in the Meta-Analysis

- Barrera, M., Biglan, A., Taylor, T.K., Gunn, B.K., Smolkowski, K., Black, C., . . . Fowler, R.C. (2002). Early elementary school intervention to reduce conduct problems: A randomized trial with Hispanic and non-Hispanic children. *Prevention Science, 3*(2), 83-94.
- Larsson, B., Fossum, S., Clifford, G., Drugli, M.B., Handegard, B.H., & Morch, W.T. (2009). Treatment of oppositional defiant and conduct problems in young Norwegian children: Results of a randomized controlled trial. *European Child & Adolescent Psychiatry, 18*(1), 42-52.
- Webster-Stratton, C., & Hammond, M. (1997). Treating children with early-onset conduct problems: A comparison of child and parent training interventions. *Journal of Consulting and Clinical Psychology, 65*(1), 93-100.
- Webster-Stratton, C., Reid, M.J., & Beauchaine, T.P. (2011). Combining parent and child training for young children with ADHD. *Journal of Clinical Child and Adolescent Psychology, 40*(2), 191-203.

For further information, contact:
(360) 664-9800, institute@wsipp.wa.gov

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