

Incredible Years: Parent Training

Program description:

Incredible Years Parent Training (www.incredibleyears.com) is a group, skills-based behavioral intervention for parents of children with behavior problems. 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. Training classes include child care, a family meal, and transportation. The effect sizes presented below combine evaluation results of the Incredible Years parent training only condition with the parent training plus child training condition, because the differences in results were not statistically significant. However, the cost of the two conditions are different, so we have presented the findings separately.

Typical age of primary program participant: 5

Typical age of secondary program participant: 28

Meta-Analysis of Program Effects

| Outcomes Measured | Primary or Secondary Participant | No. of Effect Sizes | Unadjusted Effect Sizes (Random Effects Model) | | | Adjusted Effect Sizes and Standard Errors Used in the Benefit-Cost Analysis | | | | | |
|---|----------------------------------|---------------------|--|------|---------|---|------|-----|-----------------------------|------|-----|
| | | | ES | SE | p-value | First time ES is estimated | | | Second time ES is estimated | | |
| | | | | | | ES | SE | Age | ES | SE | Age |
| Disruptive behavior disorder symptoms | P | 21 | -0.47 | 0.08 | 0.00 | -0.19 | 0.08 | 5 | -0.08 | 0.03 | 10 |
| Attention deficit hyperactivity disorder symptoms | P | 1 | -0.57 | 0.12 | 0.00 | -0.25 | 0.12 | 5 | -0.11 | 0.05 | 10 |
| Internalizing symptoms | P | 5 | -0.27 | 0.09 | 0.00 | -0.12 | 0.09 | 5 | -0.05 | 0.04 | 10 |
| Major depressive disorder | S | 4 | -0.09 | 0.16 | 0.56 | -0.09 | 0.16 | 28 | -0.03 | 0.05 | 30 |

Benefit-Cost Summary

| The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2011). The economic discount rates and other relevant parameters are described in Technical Appendix 2. | Program Benefits | | | | Costs | Summary Statistics | | | | |
|--|------------------|------------|-------|----------------|-------|--------------------|-----------------------|-----------------------|----------------------|---|
| | Partici-pants | Tax-payers | Other | Other Indirect | | Total Benefits | Benefit to Cost Ratio | Return on Invest-ment | Benefits Minus Costs | Probability of a positive net present value |
| | | \$630 | \$797 | \$660 | \$395 | \$2,482 | -\$2,074 | \$1.20 | 2% | \$408 |

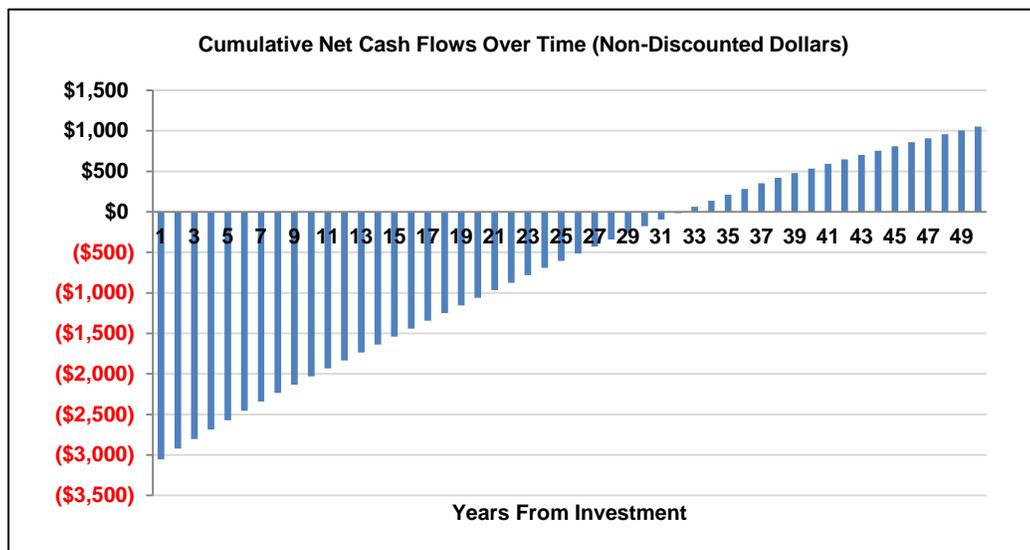
Detailed Monetary Benefit Estimates

| Source of Benefits | Benefits to: | | | | |
|--|---------------|------------|-------|-----------------|----------------|
| | Partici-pants | Tax-payers | Other | Other In-direct | Total Benefits |
| From Primary Participant | | | | | |
| Crime | \$0 | \$17 | \$48 | \$9 | \$74 |
| Earnings via high school graduation | \$137 | \$50 | \$0 | \$25 | \$213 |
| Earnings via test scores | \$11 | \$4 | \$0 | \$2 | \$17 |
| K-12 grade repetition | \$0 | \$2 | \$0 | \$1 | \$3 |
| Health care costs for ADHD symptoms | \$2 | \$7 | \$7 | \$4 | \$21 |
| Health care costs for disruptive behavior symptoms | \$142 | \$428 | \$421 | \$212 | \$1,203 |
| From Secondary Participant | | | | | |
| Earnings via depressive disorder | \$276 | \$102 | \$0 | \$51 | \$428 |
| Health care costs via depressive disorder | \$62 | \$187 | \$184 | \$91 | \$523 |

Detailed Cost Estimates

| 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 uncertainty range is used in Monte Carlo risk analysis, described in Technical Appendix 2. | Program Costs | | | Comparison Costs | | | Summary Statistics | |
|--|---------------|------------------|--------------|------------------|------------------|--------------|--|------------------------|
| | Annual Cost | Program Duration | Year Dollars | Annual Cost | Program Duration | Year Dollars | Present Value of Net Program Costs (in 2011 dollars) | Uncertainty (+ or - %) |
| | \$2,026 | 1 | 2010 | \$0 | 1 | 2010 | \$2,072 | 10% |

Source: Cost of training class per family provided by Washington State DSHS Children’s Administration, 2011. WSIPP added costs of training and curriculum (nominal, as these are shared between practitioners and distributed across many families who receive the service).



Multiplicative Adjustments Applied to the Meta-Analysis

| Type of Adjustment | Multiplier |
|---|------------|
| 1- Less well-implemented comparison group or observational study, with some covariates. | 1.00 |
| 2- Well-implemented comparison group design, often with many statistical controls. | 1.00 |
| 3- Well-done observational study with many statistical controls (e.g., IV, regression discontinuity). | 1.00 |
| 4- Random assignment, with some RA implementation issues. | 1.00 |
| 5- Well-done random assignment study. | 1.00 |
| Program developer = researcher | 0.64 |
| Unusual (not “real world”) setting | 1.00 |
| Weak measurement used | 0.5 |

Adjustment factors were generated by examining studies for the treatment of children or adolescents with disruptive behavior problems. Meta-regressions were conducted to test for the impact of different methodological factors on unadjusted effect size. Because research design rating and unusual setting were not significant predictors of effect size, multipliers of 1.0 were assigned. The involvement of a program developer in the research study was a statistically significant predictor of effect size, indicating that such studies had larger effects than studies in which the developer was not involved. This coefficient was used to determine the 0.64 multiplier. Finally, we coded as weak measures outcomes that were based solely on the report of individuals who were involved in the intervention (such as parents in a parenting program). Due to concern that such measures might be biased in favor of the programs reviewed, we used the standard Institute multiplier (0.5).

Studies Used in the Meta-Analysis

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