

Incredible Years: Parent + Child Training

Program description:

See Incredible Years Parent Training (previous entry) for a description of the parent intervention. Studies in this category included a child skills training component as well as parent training. Children with behavioral problems 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. This component can be conducted in a therapeutic setting or in a classroom. The effect sizes presented below combine evaluation results of the Incredible Years parent training only condition with 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.

Note: two studies that examined the parent training combined with child training also measured student reading test scores. However, in these studies Incredible Years was run along side a literacy enhancement program, so we have not included the test score outcomes in these findings.

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 Investment	Benefits Minus Costs	Probability of a positive net present value
	\$636	\$774	\$631	\$388	\$2,429	-\$2,135	\$0.71	2%	\$295	59%

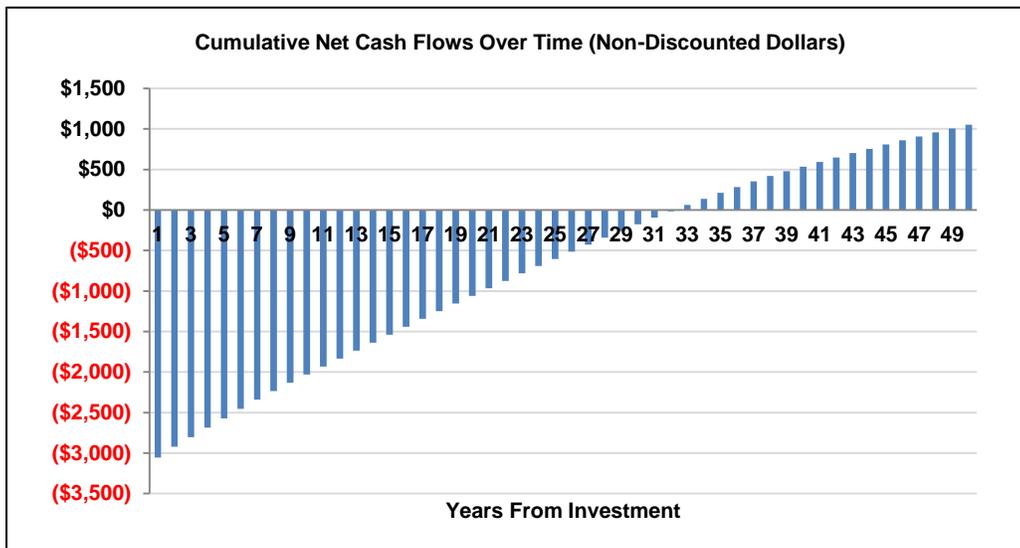
Detailed Monetary Benefit Estimates

Source of Benefits	Benefits to:					Total Benefits
	Partici-pants	Tax-payers	Other	Other In-direct		
From Primary Participant						
Crime	\$0	\$17	\$48	\$9		\$74
Earnings via high school graduation	\$138	\$51	\$0	\$25		\$214
Earnings via test scores	\$12	\$4	\$0	\$2		\$18
K-12 grade repetition	\$0	\$2	\$0	\$1		\$3
Health care costs for ADHD symptoms	\$2	\$7	\$7	\$4		\$20
Health care costs for disruptive behavior symptoms	\$138	\$417	\$410	\$210		\$1,176
From Secondary Participant						
Earnings via depressive disorder	\$290	\$107	\$0	\$51		\$448
Health care costs via depressive disorder	\$56	\$169	\$166	\$86		\$476

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 - %)
	\$2,083	1	2010	\$0	1	2010		

Source: Cost of parent training class per family provided by Washington State DSHS Children's Administration, 2011. The Institute added costs of training and curriculum for the parent classes (nominal, as these are shared between practitioners and distributed across many families who receive the service), as well as an estimated cost (per child) for the child training component. As child training is mainly done in the classroom, the child training costs primarily comprised curriculum and materials.



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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