



# Incredible Years evaluation results: 2009-2011

*A summary of parenting outcomes and  
parent satisfaction results*

SEPTEMBER 2011

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# Overview

Wilder's Incredible Years program for teachers, parents, and children promotes social and emotional competence and works to prevent, reduce, and treat children's behavioral and emotional problems. It includes a classroom component for young children, a children's therapy group, and a parent education group for parents of children of different ages: preschoolers (3- to 5-year olds), toddlers, and babies (0-6 months). In order to participate, children must have a mental health diagnosis.

Between July 2009 and June 2011, as part of an early childhood mental health grant through the Minnesota Department of Human Services, four groups were conducted with parents of preschoolers, two groups with parents of toddlers, and one group with infants and parents. Groups occurred over 10 to 15 weeks (10 weeks for the baby<sup>1</sup> and toddler groups, and 15 weeks for the preschool group) and included time with parents and children separately, as well as time together for parents and children to interact and "practice" their skills. [Note: parents and infants are together for the duration of the parent/baby group.]

Parents provided feedback about their experience in the parent group and completed assessments about their parenting skills and their relationship with their child(ren). The following summarizes these findings, collected from parents between October 2009 and June 2011, during the two-year grant period.

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<sup>1</sup> Although baby groups are typically 10 weeks in length, Wilder implemented a shortened, six-week pilot version to become oriented to the curriculum.

# Key findings

## *Parenting Stress Index results*

Parents completed the Parenting Stress Index-short form (PSI-SF) during the first group (pretest) and last group (posttest). The PSI-SF is a 36 item standardized questionnaire designed to identify stressful areas in parent-child interactions. The tool assesses three domains of parenting: parental distress, parent-child dysfunctional interaction, and difficult child characteristics. Scores are converted into percentiles; the normal range for scores is within the 15<sup>th</sup> to 80<sup>th</sup> percentiles, while high scores are those at or above the 85<sup>th</sup> percentile. In addition, the Total Stress score indicates the overall stress level experienced by the parent based on the other subscale scales; parents who obtain a high total stress score (at or above the 90<sup>th</sup> percentile) are experiencing clinically significant levels of stress.

The following summarizes the PSI results, including results aggregated across the three groups, and then separately for the preschooler and toddler groups. Too few PSIs (N=5) were completed by parents of babies to be analyzed for change and therefore are not presented here.

### **Combined results**

A total of 49 matched pretest/posttest PSIs were submitted to Wilder Research during the course of the grant (assessments were completed for 126 children overall, but either pretest or posttest forms were not available for all children). These include assessments completed by parents of preschoolers, toddlers, and babies combined. Of the 49 total children for whom matched assessments were available, 34 were males and 15 were females. Children ranged in age from infants (less than 6 months) to 5 years. Days between administration periods (pretest to posttest) ranged from 25 days to 238 days, or 79 days on average. See Figures 1-2 in the appendix for more information. Combined results are as follows:

- There was a significant improvement ( $p < .01$ ) in the Difficult Child score, indicating that parents reported significantly less difficult, unmanageable behavior in their child at posttest as compared to pretest.
- The Total Stress score, which indicates the overall stress level experienced by the parent based on the other subscale scores, also significantly declined from pretest to posttest, ( $p < .05$ ).

- Scores on the other two subscales – Parental Distress and Parent-Child Dysfunctional Interaction – did not change significantly from pretest to posttest, although there was a slight decline in average scores between pretest and posttest, suggesting some improvement over time.
- In terms of clinical improvements, between 10 and 13 percent of parents had scores that improved from a clinical range at pretest to a normal range at posttest on all of the subscales. Most parents (47-69%) had scores that remained in the normal range at both pretest and posttest.

### **Preschool results**

A total of 23 matched pretest and posttest PSIs were completed by parents of 3- to 5-year-olds (preschoolers) and submitted to Wilder Research. Of the 23 total children for whom matched assessments were available, 18 were males and 5 were females. Children ranged in age from 2 to 5 years old. Days between administration periods (pretest to posttest) ranged from 63 days to 238 days, or 101 days on average. See Figures 3-4 in the appendix for more information. Preschool results are as follows:

- There was a significant decrease in the Parent-Child Dysfunctional Interaction, Difficult Child, and Total Stress scores from pretest to posttest. Results indicate that parents reported fewer negative interactions with their child and less difficult, unmanageable behavior in their child at posttest as compared to pretest.
- Scores on the Parental Distress subscale also declined between pretest and posttest, although the difference did not reach statistical significance.
- It is noteworthy that average scores on all of the subscales except Parent-Child Dysfunctional Interaction fell into the clinical (abnormal) range at pretest, suggesting highly stressed parenting among parents of preschoolers. Average scores on the Parental Distress and Total Stress subscales moved out of the clinical range at posttest.
- The largest number of parents (22%) showed clinical improvements on the Parent-Child Dysfunctional Interaction subscale, with scores for these parents moving from the clinical to normal range of parenting between pretest and posttest. Between 13 and 17 percent of parents' scores improved clinically on the other subscales.

## **Toddler results**

A total of 21 matched pretest and posttest PSIs were completed by parents of toddlers and submitted to Wilder Research. Of the 21 total children for whom matched assessments were available, 15 were males and 6 were females. Children ranged in age from 1 to 3 years old. Days between administration periods (pretest to posttest) ranged from 28 days to 169 days, or 66 days on average. See Figures 5-6 in the appendix for more information. Toddler results are as follows:

- There were no statistically significant changes in scores from pretest to posttest on any of the subscales for the toddler group, although the decrease in the Difficult Child score over time did approach statistical significance ( $p=.094$ ).
- In contrast to the very high, clinical-range scores of the parents of preschoolers, the average scores of toddler parents fell into the normal range on all subscales at both pretest and posttest.
- Because most scores were already in the normal range at pretest, there was little room for scores to improve. Between 10 and 15 percent of parents ( $N=2-3$ ) had scores that did improve from the clinical to normal range from pretest to posttest on the Difficult Child, Parental Distress, and Total Stress subscales.

## ***Parent satisfaction results***

Parents also provide feedback about their experience in the parent education groups. At the conclusion of the series, parents complete a brief satisfaction questionnaire in which they rate the program overall, the teaching format, the parent group leader(s), and the usefulness of specific parenting techniques they learned. The following summarizes these findings by group (preschoolers, toddlers, and babies). See the appendix for the open-ended comments by group, including specific suggestions for improving the groups.

**Preschool group.** Feedback was collected from 39 parents of preschoolers. Overall, parents were highly satisfied with the parent education group (Figures 7-10):

- All parents felt that their child's behavior problems had improved and 97 percent would recommend the program to others.
- Almost all (92-97%) felt that their bonding with their child had also improved, were satisfied with their child's developmental progress, and were confident that they could manage future behavioral problems.

- Almost all parents (95-97%) found the program content, group discussions, and weekly handouts to be useful. Fewer parents (24%) felt the ‘buddy calls’ were as useful.
- Most parents described the specific parenting techniques they learned in the program as helpful. In particular, at least 90 percent identified child-directed play, directive commenting, praise and encouragement, routines/responsibilities/rules, positive commands, and time outs to calm down as helpful. Somewhat fewer parents (79-82%) felt the techniques of ignoring and the loss of privileges/logical consequences were helpful.
- At least 9 in 10 parents also rated the group leaders positively in terms of their teaching skills, preparedness, and helpfulness.

**Toddler group.** Feedback was collected from 14 parents of toddlers. Overall, parents were highly satisfied with the parent education group (Figures 11-14):

- All parents felt more confident about their parenting and their ability to manage future behavioral problems, felt positive about achieving their family’s goals through the program, and would recommend the group to others.
- Most parents (93%) felt that bonding with their toddler had improved and were satisfied with their child’s developmental progress.
- All parents (100%) felt the program content and group discussions were useful. Most (93%) also felt the use of video vignettes, practicing skills at home with their child, and the weekly handouts were useful.
- Most parents described the specific parenting techniques they learned in the program as helpful. In particular, all parents (100%) described the overall group of techniques as helpful, especially the following techniques and/or topics: information about toddler development and milestones; routines, separation, and reunions; and, information about toddler-proofing one’s home. The least helpful technique was ignoring; 71 percent of parents felt this was helpful.
- All parents (100%) rated the group leaders positively in terms of their teaching skills, preparedness, and helpfulness.

**Babies group.** Feedback was collected from five parents of infants (0-6 months). Overall, parents were highly satisfied with the parent education group (Figures 15-18):

- All five parents felt that their bonding with their baby had improved since their involvement in the program and were satisfied with their child's developmental progress.
- All five parents also described their overall feelings about achieving their family's goals through the program as positive, and would recommend the program.
- All respondents felt the program content, use of video vignettes, group discussions, use of role play, skills practice at home with their child, and weekly handouts were useful.
- All five parents (100%) rated the group leaders positively in terms of their teaching skills, preparedness, and helpfulness.

# Appendix

*Data tables*

*Open-ended comments*

## Data tables

### 1. Parenting Stress Index – Short Form results: All groups combined<sup>a</sup> (N=47-49)

		Pretest mean–raw score	Percentile rank	Posttest mean– raw score	Percentile rank
Parental Distress <sup>+</sup>	12 – 60	30.1	75%	27.9	65%
Parent-Child Dysfunctional Interaction <sup>+</sup>	12 – 60	21.4	60%	19.7	55%
Difficult Child <sup>**</sup>	12 – 60	32.7	85%	29.1	70%
Total Stress <sup>*</sup>	36 – 180	84.6	85%	77.4	70%

<sup>a</sup> Groups include the parent/baby group (N=5), the toddler group (N=13), and the preschool group (N=17).

**Note.** Percentile ranks are rounded to the nearest whole percentile. The normal range for scores is within the 15<sup>th</sup> to 80<sup>th</sup> percentiles. High scores are considered to be scores at or above the 85<sup>th</sup> percentile. Parents who obtain a Total Stress score above a raw score of 90 (at or above the 90<sup>th</sup> percentile) are experiencing clinically significant levels of stress.

**Note.** Differences between pretest and posttest are significant at \*\*\* $p < .001$ , \*\* $p < .01$ , and \* $p < .05$ . +Differences between pretest and posttest approached significance ( $p = .098$  for Parental Distress, and  $p = .093$  for Parent-Child Dysfunctional Interaction).

### 2. Parenting Stress Index – Short Form results: Clinical shifts for all groups combined (N=47-49)

	Improved	Maintained “normal”	Maintained “clinical”	Declined
Parental Distress	10%	57%	27%	6%
Parent-Child Dysfunctional Interaction	14%	69%	10%	6%
Difficult Child	13%	47%	32%	9%
Total Stress	13%	49%	26%	13%

**Note.** Parents who “improved” had scores that moved from the clinical range at pretest to the normal range at posttest. Parents who “maintained ‘normal’” had scores that remained within the normal range from pretest to posttest. Parents who “maintained ‘clinical’” had scores that remained within the clinical range from pretest to posttest. Parents who “declined” had scores that moved from the normal range at pretest to the clinical range at posttest.

**Note.** Differences between pretest and posttest are significant at \*\*\* $p < .001$ , \*\* $p < .01$ , and \* $p < .05$ .

### 3. Parenting Stress Index – Short Form results: Preschool group (N=23)

		Pretest mean–raw score	Percentile rank	Posttest mean–raw score	Percentile rank
Parental Distress	12 – 60	32.8	85%	30.4	75%
Parent-Child Dysfunctional Interaction*	12 – 60	23.7	75%	20.5	60%
Difficult Child**	12 – 60	37.3	90%	32.7	85%
Total Stress*	36 – 180	93.8	90%	83.7	80%

**Note.** Percentile ranks are rounded to the nearest whole percentile. The normal range for scores is within the 15<sup>th</sup> to 80<sup>th</sup> percentiles. High scores are considered to be scores at or above the 85<sup>th</sup> percentile. Parents who obtain a Total Stress score above a raw score of 90 (at or above the 90<sup>th</sup> percentile) are experiencing clinically significant levels of stress.

**Note.** Differences between pretest and posttest are significant at \*\*\* $p < .001$ , \*\* $p < .01$ , and \* $p < .05$ .

### 4. Parenting Stress Index – Short Form results: Clinical shifts for preschool group (N=23)

	Improved	Maintained “normal”	Maintained “clinical”	Declined
Parental Distress	13%	48%	30%	9%
Parent-Child Dysfunctional Interaction	22%	57%	13%	9%
Difficult Child	13%	30%	48%	9%
Total Stress	17%	35%	45%	13%

**Note.** Parents who “improved” had scores that moved from the clinical range at pretest to the normal range at posttest. Parents who “maintained ‘normal’” had scores that remained within the normal range from pretest to posttest. Parents who “maintained ‘clinical’” had scores that remained within the clinical range from pretest to posttest. Parents who “declined” had scores that moved from the normal range at pretest to the clinical range at posttest.

**Note.** Differences between pretest and posttest are significant at \*\*\* $p < .001$ , \*\* $p < .01$ , and \* $p < .05$ .

## 5. Parenting Stress Index – Short Form results: Toddler group (N=20-21)

		Pretest mean–raw score	Percentile rank	Posttest mean–raw score	Percentile rank
Parental Distress	12 – 60	27.4	60%	26.4	55%
Parent-Child Dysfunctional Interaction	12 – 60	18.2	45%	18.3	45%
Difficult Child <sup>+</sup>	12 – 60	29.2	70%	26.6	60%
Total Stress	36 – 180	75.5	70%	71.6	55%

**Note.** Percentile ranks are rounded to the nearest whole percentile. The normal range for scores is within the 15<sup>th</sup> to 80<sup>th</sup> percentiles. High scores are considered to be scores at or above the 85<sup>th</sup> percentile. Parents who obtain a Total Stress score above a raw score of 90 (at or above the 90<sup>th</sup> percentile) are experiencing clinically significant levels of stress.

**Note.** Differences between pretest and posttest are significant at \*\*\* $p < .001$ , \*\* $p < .01$ , and \* $p < .05$ . +Differences between pretest and posttest for Difficult Child scale approached significance ( $p = .094$ ).

## 6. Parenting Stress Index – Short Form results: Clinical shifts for toddler group (N=20-21)

	Improved	Maintained “normal”	Maintained “clinical”	Declined
Parental Distress	10%	67%	19%	5%
Parent-Child Dysfunctional Interaction	0%	91%	10%	0%
Difficult Child	15%	60%	20%	5%
Total Stress	10%	60%	20%	10%

**Note.** Parents who “improved” had scores that moved from the clinical range at pretest to the normal range at posttest. Parents who “maintained ‘normal’” had scores that remained within the normal range from pretest to posttest. Parents who “maintained ‘clinical’” had scores that remained within the clinical range from pretest to posttest. Parents who “declined” had scores that moved from the normal range at pretest to the clinical range at posttest.

**Note.** Differences between pretest and posttest are significant at \*\*\* $p < .001$ , \*\* $p < .01$ , and \* $p < .05$ .

## 7. Parent satisfaction results, 3- to 5-year old group: Overall program (N=37-39)

Item	Better	Stayed the same	Worse
The bonding/attachment that I feel with my preschooler since I think this program is...	92%	8%	0%
My child's behavior problems which I/we tried to change using the methods presented in this program are...	100%	0%	0%
	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>
My feelings about my child's social, emotional, and academic developmental progress are that I am...	95%	3%	3%
	<b>Helped</b>	<b>Neither helped nor hindered</b>	<b>Hindered</b>
To what degree has the Incredible Years parenting program helped with other personal or family problems not directly related to your child (e.g., your marriage, your feelings of support in general)?	81%	19%	0%
	<b>Optimistic</b>	<b>Neutral</b>	<b>Pessimistic</b>
My expectation for good results from the Incredible Years program is...	81%	16%	3%
	<b>Appropriate</b>	<b>Neutral</b>	<b>Inappropriate</b>
I feel that the approach used to enhance my child's social behavior in this program is...	92%	8%	0%
	<b>Confident</b>	<b>Neutral</b>	<b>Not confident</b>
How confident are you in parenting at this time?	92%	5%	3%
How confident are you in your ability to manage future behavior problems in the home using what you learned from this program?	97%	3%	0%
	<b>Positive</b>	<b>Neutral</b>	<b>Negative</b>
My overall feeling about achieving my goal in this program for my child and family is...	92%	8%	0%
	<b>Recommend</b>	<b>Neutral</b>	<b>Do not recommend</b>
Would you recommend the program to a friend or relative?	97%	3%	0%

**Note.** Scale is: *greatly improved, improved, slightly improved, the same, slightly worse, worse, and considerably worse.* "Better" responses include those who responded "greatly improved," "improved," or "slightly improved." "Worse" responses include those who responded "considerably worse," "worse," or "slightly worse."

Scale is: *greatly satisfied, satisfied, slightly satisfied, neutral, slightly dissatisfied, dissatisfied, and very dissatisfied.* "Satisfied" responses include those who responded "greatly satisfied," "satisfied," or "slightly satisfied." "Dissatisfied" responses include those who responded "slightly dissatisfied," "dissatisfied," or "very dissatisfied."

Scale is: *helped very much, helped, helped slightly, neither helped nor hindered, hindered slightly, hindered, and hindered much more than helped.* "Helped" responses include those who responded "helped very much," "helped," or "helped slightly." "Hindered" responses include those who responded "hindered slightly," "hindered," or "hindered much more."

Scale is: *very optimistic, optimistic, slightly optimistic, neutral, slightly pessimistic, pessimistic, and very pessimistic.* “Optimistic” responses include those who responded “*very optimistic,*” “*optimistic,*” or “*slightly optimistic.*” “Pessimistic” responses include those who responded “*slightly pessimistic,*” “*pessimistic,*” or “*very pessimistic.*”

Scale is: *greatly appropriate, appropriate, slightly appropriate, neutral, slightly inappropriate, inappropriate, and very inappropriate.* “Appropriate” responses include those who responded “*greatly appropriate,*” “*appropriate,*” or “*slightly appropriate.*” “Inappropriate” responses include those who responded “*slightly inappropriate,*” “*inappropriate,*” or “*very inappropriate.*”

Scale is: *very confident, confident, slightly confident, neutral, slightly unconfident, unconfident, and very unconfident.* “Confident” responses include those who responded “*very confident,*” “*confident,*” or “*slightly confident.*” “Not confident” responses include those who responded “*slightly unconfident,*” “*unconfident,*” and “*very unconfident.*”

Scale is: *very positive, positive, slightly positive, neutral, slightly negative, negative, and very negative.* “Positive” responses include those who responded “*very positive,*” “*positive,*” or “*slightly positive.*” “Negative” responses include those who responded “*slightly negative,*” “*negative,*” or “*very negative.*”

Scale is: *strongly recommend, recommend, slightly recommend, neutral, slightly not recommend, not recommend, and strongly not recommend.* “Recommend” responses include those who responded “*strongly recommend,*” “*recommend,*” or “*slightly recommend.*” “Do not recommend” responses include those who responded “*slightly not recommend,*” “*not recommend,*” or “*strongly not recommend.*”

**8. Parent satisfaction results, 3- to 5-year old group: Teaching format (N=38-39)**

<b>Item</b>	<b>Useful</b>	<b>Neutral</b>	<b>Useless</b>
Content of information presented was...	97%	3%	0%
Demonstration of parenting skills through the use of video vignettes was...	92%	5%	3%
Group discussion of parenting skills was...	97%	0%	3%
Use of practice/role play during group sessions was...	82%	10%	8%
I found the “buddy calls” to be... [N=17]	24%	53%	24%
Reading chapters from the Incredible Years book or listening to the CD was... [N=17]	76%	24%	0%
Practicing skills at home with my child was...	95%	5%	0%
Weekly handouts (e.g., refrigerator notes) were...	95%	3%	3%
Phone calls from the group leaders were... [N=23]	87%	9%	4%

**Note.** Scale is: *extremely useful, useful, somewhat useful, neutral, slightly useless, useless, and extremely useless.* “Useful” responses include those who responded “extremely useful,” “useful,” or “somewhat useful.” “Useless” responses included those who responded “slightly useless,” “useless,” or “extremely useless.”

**9. Parent satisfaction results, 3- to 5-year old group: Parenting techniques (N=37-39)**

<b>Item</b>	<b>Useful</b>	<b>Neutral</b>	<b>Useless</b>
Child-directed play	95%	5%	0%
Descriptive commenting/social, emotional, academic, and persistence coaching	95%	5%	0%
Praise and encouragement	97%	3%	0%
Tangible rewards (charts)	84%	14%	3%
Routines, responsibilities, rules	95%	5%	9%
Ignoring	82%	8%	10%
Positive commands (e.g., “when-thens”)	95%	5%	0%
Time out to calm down	90%	8%	3%
Loss of privileges, logical consequences	79%	11%	11%
Helping my children learn to problem solve	85%	13%	3%
Adult problem-solving strategies	84%	11%	5%
This overall group of techniques	92%	8%	0%

**Note.** Scale is: *extremely useful, useful, somewhat useful, neutral, slightly useless, useless, and extremely useless.* “Useful” responses include those who responded “extremely useful,” “useful,” or “somewhat useful.” “Useless” responses included those who responded “slightly useless,” “useless,” or “extremely useless.”

**10. Parent satisfaction results, 3- to 5-year old group: Group leaders (N=38-39)**

Item	Group leader 1			Group leader 2		
	Very good	Average	Poor	Very good	Average	Poor
I feel that the group leader's teaching was...	92%	8%	0%	92%	8%	0%
The group leader's preparation was...	92%	8%	0%	95%	5%	0%
	Satisfied	Neutral	Dis-satisfied	Satisfied	Neutral	Dis-satisfied
Concerning the group leader's interest and concern in me and my problems with my child, I was...	95%	5%	0%	97%	3%	0%
	Helpful	Neutral	Not helpful	Helpful	Neutral	Not helpful
At this point, I feel that the group leader in the program was...	95%	5%	0%	97%	3%	0%
	Liked her	Have a neutral attitude	Disliked her	Liked her	Have a neutral attitude	Disliked her
Concerning my personal feelings toward the group leader, I...	97%	3%	0%	97%	3%	0%

**Note.** Ratings were provided for each individual instructor but are presented in aggregate form here. Therefore, the total N reflects the total number of responses rather than the total number of respondents.

Scale is: excellent, superior, above average, average, below average, poor, and very poor. "Very good" responses include those who responded "excellent," "superior," or "above average." "Poor" responses include those who responded "below average," "poor," or "very poor."

Scale is: greatly satisfied, satisfied, slightly satisfied, neutral, slightly dissatisfied, dissatisfied, and very dissatisfied. "Satisfied" responses include those who responded "greatly satisfied," "satisfied," or "slightly satisfied." "Dissatisfied" responses include those who responded "slightly dissatisfied," "dissatisfied," or "very dissatisfied."

Scale is: extremely helpful, helpful, slightly helpful, neutral, slightly unhelpful, unhelpful, and extremely unhelpful. "Helpful" responses include those who responded "extremely helpful," "helpful," or "slightly helpful." "Not helpful" responses include those who responded "slightly unhelpful," "unhelpful," and "extremely unhelpful."

Scale is: like him/her very much, like him/her, like him/her slightly, have a neutral attitude toward him/her, dislike him/her slightly, dislike him/her, dislike him/her very much. "Liked her" responses include those who responded "like him/her very much," "like him/her," or "like him/her slightly." "Disliked her" responses include those who responded "dislike him/her slightly," "dislike him/her," or "dislike him/her very much."

## 11. Parent satisfaction results, toddler group: Overall program (N=14)

Item	Better	Stayed the same	Worse
The bonding/attachment that I feel with my baby/toddler since I think this program is...	93%	7%	0%
My baby/toddler's bonding with me using the methods presented in this program is....	93%	7%	0%
	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>
My feelings about my child's social, emotional, and physical developmental progress are that I am...	93%	7%	0%
	<b>Helped</b>	<b>Neither helped nor hindered</b>	<b>Hindered</b>
To what degree has the Incredible Years parenting program helped with other personal or family problems not directly related to your child (e.g., your marriage, your feelings of support in general)?	79%	21%	0%
	<b>Optimistic</b>	<b>Neutral</b>	<b>Pessimistic</b>
My expectation for good results from the Incredible Years program is...	79%	7%	0%
	<b>Appropriate</b>	<b>Neutral</b>	<b>Inappropriate</b>
I feel that the approach used to enhance my baby/toddler's development in this program is...	86%	14%	0%
	<b>Confident</b>	<b>Neutral</b>	<b>Not confident</b>
How confident are you in parenting at this time?	100%	0%	0%
How confident are you in your ability to manage future behavior problems in the home using what you learned from this program?	100%	0%	0%
	<b>Positive</b>	<b>Neutral</b>	<b>Negative</b>
My overall feeling about achieving my goal in this program for my child and family is...	100%	0%	0%
	<b>Recommend</b>	<b>Neutral</b>	<b>Do not recommend</b>
Would you recommend the program to a friend or relative?	100%	0%	0%

**Note.** Scale is: *greatly improved, improved, slightly improved, the same, slightly worse, worse, and considerably worse.* "Better" responses include those who responded "greatly improved," "improved," or "slightly improved." "Worse" responses include those who responded "considerably worse," "worse," or "slightly worse."

Scale is: *greatly satisfied, satisfied, slightly satisfied, neutral, slightly dissatisfied, dissatisfied, and very dissatisfied.* "Satisfied" responses include those who responded "greatly satisfied," "satisfied," or "slightly satisfied." "Dissatisfied" responses include those who responded "slightly dissatisfied," "dissatisfied," or "very dissatisfied."

Scale is: *helped very much, helped, helped slightly, neither helped nor hindered, hindered slightly, hindered, and hindered much more than helped.* "Helped" responses include those who responded "helped very much," "helped," or "helped slightly." "Hindered" responses include those who responded "hindered slightly," "hindered," or "hindered much more."

Scale is: *very optimistic, optimistic, slightly optimistic, neutral, slightly pessimistic, pessimistic, and very pessimistic.* “Optimistic” responses include those who responded “*very optimistic,*” “*optimistic,*” or “*slightly optimistic.*” “Pessimistic” responses include those who responded “*slightly pessimistic,*” “*pessimistic,*” or “*very pessimistic.*”

Scale is: *greatly appropriate, appropriate, slightly appropriate, neutral, slightly inappropriate, inappropriate, and very inappropriate.* “Appropriate” responses include those who responded “*greatly appropriate,*” “*appropriate,*” or “*slightly appropriate.*” “Inappropriate” responses include those who responded “*slightly inappropriate,*” “*inappropriate,*” or “*very inappropriate.*”

Scale is: *very confident, confident, slightly confident, neutral, slightly unconfident, unconfident, and very unconfident.* “Confident” responses include those who responded “*very confident,*” “*confident,*” or “*slightly confident.*” “Not confident” responses include those who responded “*slightly unconfident,*” “*unconfident,*” and “*very unconfident.*”

Scale is: *very positive, positive, slightly positive, neutral, slightly negative, negative, and very negative.* “Positive” responses include those who responded “*very positive,*” “*positive,*” or “*slightly positive.*” “Negative” responses include those who responded “*slightly negative,*” “*negative,*” or “*very negative.*”

Scale is: *strongly recommend, recommend, slightly recommend, neutral, slightly not recommend, not recommend, and strongly not recommend.* “Recommend” responses include those who responded “*strongly recommend,*” “*recommend,*” or “*slightly recommend.*” “Do not recommend” responses include those who responded “*slightly not recommend,*” “*not recommend,*” or “*strongly not recommend.*”

## 12. Parent satisfaction results, toddler group: Teaching format (N=14)

Item	Useful	Neutral	Useless
Content of information presented was...	100%	0%	0%
Demonstration of parenting skills through the use of video vignettes was...	93%	0%	7%
Group discussion of parenting skills was...	100%	0%	0%
Use of practice/role play during group sessions was...	86%	14%	0%
I found the "buddy calls" to be... [N=7]	6/7	1/7	0/7
Reading chapters from the Incredible Years book or listening to the CD was... [N=6]	5/6	1/6	0/6
Practicing skills at home with my child was...	93%	7%	0%
Weekly handouts (e.g., refrigerator notes) were...	93%	7%	0%
Phone calls from the group leaders were...[N=6]	5/6	1/6	0/6

**Note.** Scale is: extremely useful, useful, somewhat useful, neutral, slightly useless, useless, and extremely useless. "Useful" responses include those who responded "extremely useful," "useful," or "somewhat useful." "Useless" responses included those who responded "slightly useless," "useless," or "extremely useless."

## 13. Parent satisfaction results, toddler group: Parenting techniques (N=14)

Item	Useful	Neutral	Useless
Information about infant/toddler development and developmental milestones	100%	0%	0%
Providing physical, tactile, and visual stimulation	93%	7%	0%
Promoting infant and toddler language development	93%	7%	0%
Child-directed play	93%	7%	0%
Descriptive commenting/social, emotional, and academic coaching	93%	7%	0%
Praise and encouragement	93%	7%	0%
Spontaneous rewards (charts)	93%	7%	0%
Routines, separation, and reunions	100%	0%	0%
Ignoring	71%	21%	7%
Positive discipline	93%	7%	0%
Information about baby- and toddler-proofing at home	100%	0%	0%
This overall group of techniques	100%	0%	0%

**Note.** Scale is: extremely useful, useful, somewhat useful, neutral, slightly useless, useless, and extremely useless. "Useful" responses include those who responded "extremely useful," "useful," or "somewhat useful." "Useless" responses included those who responded "slightly useless," "useless," or "extremely useless."

**14. Parent satisfaction results, toddler group: Group leaders (N=14)**

Item	Group leader 1			Group leader 2		
	Very good	Average	Poor	Very good	Average	Poor
I feel that the group leader's teaching was...	100%	0%	0%	100%	0%	0%
The group leader's preparation was...	100%	0%	0%	100%	0%	0%
	Satisfied	Neutral	Dis-satisfied	Satisfied	Neutral	Dis-satisfied
Concerning the group leader's interest and concern in me and my problems with my child, I was...	100%	0%	0%	100%	0%	0%
	Helpful	Neutral	Not helpful	Helpful	Neutral	Not helpful
At this point, I feel that the group leader in the program was...	100%	0%	0%	100%	0%	0%
	Liked her	Have a neutral attitude	Disliked her	Liked her	Have a neutral attitude	Disliked her
Concerning my personal feelings toward the group leader, I...	100%	0%	0%	-	-	-

**Note.** Ratings were provided for each individual instructor but are presented in aggregate form here. Therefore, the total N reflects the total number of responses rather than the total number of respondents.

Scale is: excellent, superior, above average, average, below average, poor, and very poor. "Very good" responses include those who responded "excellent," "superior," or "above average." "Poor" responses include those who responded "below average," "poor," or "very poor."

Scale is: greatly satisfied, satisfied, slightly satisfied, neutral, slightly dissatisfied, dissatisfied, and very dissatisfied. "Satisfied" responses include those who responded "greatly satisfied," "satisfied," or "slightly satisfied." "Dissatisfied" responses include those who responded "slightly dissatisfied," "dissatisfied," or "very dissatisfied."

Scale is: extremely helpful, helpful, slightly helpful, neutral, slightly unhelpful, unhelpful, and extremely unhelpful. "Helpful" responses include those who responded "extremely helpful," "helpful," or "slightly helpful." "Not helpful" responses include those who responded "slightly unhelpful," "unhelpful," and "extremely unhelpful."

Scale is: like him/her very much, like him/her, like him/her slightly, have a neutral attitude toward him/her, dislike him/her slightly, dislike him/her, dislike him/her very much. "Liked her" responses include those who responded "like him/her very much," "like him/her," or "like him/her slightly." "Disliked her" responses include those who responded "dislike him/her slightly," "dislike him/her," or "dislike him/her very much."

**15. Parent satisfaction results, baby group: Overall program (N=5)**

Item	Better	Stayed the same	Worse
The bonding/attachment that I feel with my baby/toddler since I think this program is...	5/5	0/5	0/5
My baby/toddler's bonding with me using the methods presented in this program is....	5/5	0/5	0/5
	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>
My feelings about my child's social, emotional, and physical developmental progress are that I am...	5/5	0/5	0/5
	<b>Helped</b>	<b>Neither helped nor hindered</b>	<b>Hindered</b>
To what degree has the Incredible Years parenting program helped with other personal or family problems not directly related to your child (e.g., your marriage, your feelings of support in general)?	5/5	0/5	0/5
	<b>Optimistic</b>	<b>Neutral</b>	<b>Pessimistic</b>
My expectation for good results from the Incredible Years program is...	4/5	1/5	0/5
	<b>Appropriate</b>	<b>Neutral</b>	<b>Inappropriate</b>
I feel that the approach used to enhance my baby/toddler's development in this program is...	4/5	1/5	0/5
	<b>Confident</b>	<b>Neutral</b>	<b>Not confident</b>
How confident are you in parenting at this time?	5/5	0/5	0/5
How confident are you in your ability to manage future behavior problems in the home using what you learned from this program?	-	-	-
	<b>Positive</b>	<b>Neutral</b>	<b>Negative</b>
My overall feeling about achieving my goal in this program for my child and family is...	5/5	0/5	0/5
	<b>Recommended</b>	<b>Neutral</b>	<b>Do not recommend</b>
Would you recommend the program to a friend or relative?	5/5	0/5	0/5

**Note.** Scale is: *greatly improved, improved, slightly improved, the same, slightly worse, worse, and considerably worse.* "Better" responses include those who responded "greatly improved," "improved," or "slightly improved." "Worse" responses include those who responded "considerably worse," "worse," or "slightly worse."

Scale is: *greatly satisfied, satisfied, slightly satisfied, neutral, slightly dissatisfied, dissatisfied, and very dissatisfied.* "Satisfied" responses include those who responded "greatly satisfied," "satisfied," or "slightly satisfied." "Dissatisfied" responses include those who responded "slightly dissatisfied," "dissatisfied," or "very dissatisfied."

Scale is: *helped very much, helped, helped slightly, neither helped nor hindered, hindered slightly, hindered, and hindered much more than helped.* “Helped” responses include those who responded “helped very much,” “helped,” or “helped slightly.” “Hindered” responses include those who responded “hindered slightly,” “hindered,” or “hindered much more.”

Scale is: *very optimistic, optimistic, slightly optimistic, neutral, slightly pessimistic, pessimistic, and very pessimistic.* “Optimistic” responses include those who responded “very optimistic,” “optimistic,” or “slightly optimistic.” “Pessimistic” responses include those who responded “slightly pessimistic,” “pessimistic,” or “very pessimistic.”

Scale is: *greatly appropriate, appropriate, slightly appropriate, neutral, slightly inappropriate, inappropriate, and very inappropriate.* “Appropriate” responses include those who responded “greatly appropriate,” “appropriate,” or “slightly appropriate.” “Inappropriate” responses include those who responded “slightly inappropriate,” “inappropriate,” or “very inappropriate.”

Scale is: *very confident, confident, slightly confident, neutral, slightly unconfident, unconfident, and very unconfident.* “Confident” responses include those who responded “very confident,” “confident,” or “slightly confident.” “Not confident” responses include those who responded “slightly unconfident,” “unconfident,” and “very unconfident.”

Scale is: *very positive, positive, slightly positive, neutral, slightly negative, negative, and very negative.* “Positive” responses include those who responded “very positive,” “positive,” or “slightly positive.” “Negative” responses include those who responded “slightly negative,” “negative,” or “very negative.”

Scale is: *strongly recommend, recommend, slightly recommend, neutral, slightly not recommend, not recommend, and strongly not recommend.* “Recommend” responses include those who responded “strongly recommend,” “recommend,” or “slightly recommend.” “Do not recommend” responses include those who responded “slightly not recommend,” “not recommend,” or “strongly not recommend.”

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**16. Parent satisfaction results, baby group: Teaching format (N=5)**

<b>Item</b>	<b>Useful</b>	<b>Neutral</b>	<b>Useless</b>
Content of information presented was...	5/5	0/5	0/5
Demonstration of parenting skills through the use of video vignettes was...	5/5	0/5	0/5
Group discussion of parenting skills was...	5/5	0/5	0/5
Use of practice/role play during group sessions was...	5/5	0/5	0/5
I found the "buddy calls" to be... [N=2]	1/2	0/2	1/2
Practicing skills at home with my child was...	5/5	0/5	0/5
Weekly handouts (e.g., refrigerator notes) were...	5/5	0/5	0/5
Phone calls from the group leaders were...[N=4]	4/4	0/4	0/4

**Note.** Scale is: extremely useful, useful, somewhat useful, neutral, slightly useless, useless, and extremely useless. "Useful" responses include those who responded "extremely useful," "useful," or "somewhat useful." "Useless" responses included those who responded "slightly useless," "useless," or "extremely useless."

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**17. Parent satisfaction results, baby group: Parenting techniques (N=5)**

<b>Item</b>	<b>Useful</b>	<b>Neutral</b>	<b>Useless</b>
Information about infant/toddler development and developmental milestones	5/5	0/5	0/5
Providing physical, tactile, and visual stimulation	5/5	0/5	0/5
Promoting infant and toddler language development	5/5	0/5	0/5
Child-directed play	5/5	0/5	0/5
Descriptive commenting/social, emotional, and academic coaching	5/5	0/5	0/5
Information about baby- and toddler-proofing at home	4/5	1/5	0/5
This overall group of techniques	5/5	0/5	0/5

**Note.** Scale is: extremely useful, useful, somewhat useful, neutral, slightly useless, useless, and extremely useless. "Useful" responses include those who responded "extremely useful," "useful," or "somewhat useful." "Useless" responses included those who responded "slightly useless," "useless," or "extremely useless."

**18. Parent satisfaction results, baby group: Group leaders (N=5)**

Item	Group leader 1			Group leader 2		
	Very good	Average	Poor	Very good	Average	Poor
I feel that the group leader's teaching was...	5/5	0/5	0/5	5/5	0/5	0/5
The group leader's preparation was...	5/5	0/5	0/5	5/5	0/5	0/5
	Satisfied	Neutral	Dis-satisfied	Satisfied	Neutral	Dis-satisfied
Concerning the group leader's interest and concern in me and my problems with my child, I was...	5/5	0/5	0/5	5/5	0/5	0/5
	Helpful	Neutral	Not helpful	Helpful	Neutral	Not helpful
At this point, I feel that the group leader in the program was...	5/5	0/5	0/5	5/5	0/5	0/5

**Note.** Ratings were provided for each individual instructor but are presented in aggregate form here. Therefore, the total N reflects the total number of responses rather than the total number of respondents.

Scale is: excellent, superior, above average, average, below average, poor, and very poor. "Very good" responses include those who responded "excellent," "superior," or "above average." "Poor" responses include those who responded "below average," "poor," or "very poor."

Scale is: greatly satisfied, satisfied, slightly satisfied, neutral, slightly dissatisfied, dissatisfied, and very dissatisfied. "Satisfied" responses include those who responded "greatly satisfied," "satisfied," or "slightly satisfied." "Dissatisfied" responses include those who responded "slightly dissatisfied," "dissatisfied," or "very dissatisfied."

Scale is: extremely helpful, helpful, slightly helpful, neutral, slightly unhelpful, unhelpful, and extremely unhelpful. "Helpful" responses include those who responded "extremely helpful," "helpful," or "slightly helpful." "Not helpful" responses include those who responded "slightly unhelpful," "unhelpful," and "extremely unhelpful."

## *Open-ended comments*

---

### **A1. Open ends: What part of the program was most helpful to you? (Babies)**

#### **Most helpful part of program**

---

Talking about sleep schedule.

---

The videos and immediate discussion afterwards to see what we learned.

---

Every part of the program helped.

---

Everything.

---

---

## **A2. Open ends: What part of the program was most helpful to you? (Toddlers)**

### **Most helpful part of program**

---

#### ***Everything/all aspects***

---

Everything. (N=3)

---

Every part.

---

Every piece of it.

---

Everything. Child directed play. Group leaders. Safety in the home.

---

Everything. Now I can understand how my toddler is thinking and why she reacts the way she does.

---

#### ***Child directed play***

---

Everything. Child directed play. Group leaders. Safety in the home.

---

Learning of child directed play and also about praise and routine.

---

The child directed play and routines.

---

#### ***Positive discipline***

---

Positive discipline. Descriptive commenting. Ignoring.

---

Positive discipline. Praising your child and active play.

---

#### ***Praise***

---

Learning of child directed play and also about praise and routine.

---

Praise demonstrated as helping to get child's cooperation.

---

Miscellaneous.

---

Learning with my child. Learning to understand more of his way of thinking.

---

Redirecting my child.

---

Schedule.

---

Videos, refrigerator notes, play time with children.

---

Hands-on visual.

---

Knowing him and [Wilder staff person].

---

Talking about leaving your child at daycare. What to do and say when you leave.

---

The genuine concern for the children is awesome. I really felt like they cared, they were prepared and I had a good time learning.

---

Trying to work with the kids.

---

Working with my child at home with the homework.

---

**Note.** Some items are listed more than once, and represent multiple themes.

---

### **A3. Open ends: What part of the program was most helpful to you? (Preschoolers)**

#### **Most helpful part of program**

---

##### ***Group discussions***

---

Group discussion and homework tasks with discussion of results.

---

Group discussions and visual aids.

---

More than anything, it was just having a reminder each week to bring my attention to my behaviors and reflect on that. Of the class I found the vignettes and group discussion the most helpful.

---

Small group discussion.

---

The overall conversations I had with group.

---

##### ***Child directed play/playing with child***

---

Child directed play was very useful.

---

The when, and then, child directed play.

---

Play with children, created bond, make a routine schedule.

---

##### ***Everything***

---

Everything. (N=2)

---

Everything. We need more.

---

##### ***Miscellaneous***

---

Book, homework, leader presentation.

---

[Child] concentrated time in class. It is extremely helpful to have such good trained personnel to help my child through emotional learning. Sometimes a parent isn't allowed to teach by the child but someone else can get through just fine.

---

Follow through when I say no.

---

Fridge notes.

---

I think the curriculum itself is outstanding. It very much supports the kind of parent I would like to be.

---

Ignoring, first and then, descriptive words.

---

Learning importance of praise and spending time with child is critical for their growth.

---

Learning new ways of discipline, the when, then and if then really helped.

---

Learning to be consistent with my child also have time outs.

---

Practicing skills learned in class at home.

---

Rewording phrases.

---

Role play.

---

Social, emotion, academic and persistence coaching.

---

The behavior therapy my son received in his group. Also how these teachings really helped his confidence grow.

---

The treat you get for doing what is/was told.

---

Videos, talking with other parents, reading the book.

---

Working on feelings and understanding my child's feelings.

---

---

**A4. Open ends: What did you like most about the program? (Babies)**

**Most liked aspect of program**

---

Being able to discuss problems with our kids and finding ways to improve them.

---

The facilitators are nice.

---

The stuff.

---

Everything. (N=2)

---

---

**A5. Open ends: What did you like most about the program? (Toddlers)**

**Most liked aspect of program**

---

***Everything/all aspects***

---

Everything. (N=6)

---

Every part.

---

***Miscellaneous***

---

How to have patience and understanding where my child is coming from.

---

I liked that it was hands-on and all the useful information that was given to me.

---

Playing with my son. I never have time for him. I have a huge household but I learned to take time and how to react with so much emotion.

---

Communication.

---

Everybody's important.

---

I learned a lot of tips and tricks to help me make a healthy home environment.

---

Leaders.

---

Sharks and the pyramid.

---

Singing the songs with the kids.

---

That it made me work on more parenting skills with my toddler.

---

That we actually talk about parenting.

---

The ladies and the information they provided.

---

The movies.

---

The style in which information was delivered.

---

The videos.

---

---

**A6. Open ends: What did you like most about the program? (Preschoolers)**

**Most liked aspect of program**

---

***Group discussions/discussing common issues with other parents***

---

Discussing problems that other parents have. Knowing I am not the only one that has them.

Gathering with fellow parents who have faced same difficulties.

Group discussion, although it got more focused as we moved along.

Group discussion.

Group input, interaction with moms, role play.

Having interaction with the other parents on topics with all of our kids.

Interaction with other parents.

Listening to other parents and getting advice.

Talking with parents and group leaders.

***Everything/all aspects of the program***

---

All of it.

Everything. (N=2)

***Support***

---

Felt like I had more support.

I found the leaders to be very supportive and understanding. They were always able to offer encouragement and guidance no matter what the parents were going through.

The program was very helpful to my family. It made me feel like I'm not alone.

***Miscellaneous***

---

Bonding with my son.

Child directed play.

Examples were given and practicing through the week.

Finding out that I was already doing some things right.

Get [child] and the mother ready for the future.

Learning new approaches to handling the problem behavior and working to improve family consistency, confidence, etc.

Learning treats.

Make a good example and discipline them right.

Prizes.

Strategies for dealing with difficult behavior.

The people. Everyone was very nice and all the stories were very helpful.

The vignettes.

Watching my son's behavior change over the course of the program.

---

---

**A7. Open ends: What did you like least about the program? (Babies)**

**Least liked aspect of program**

---

I don't have anything bad to say.

---

Nothing.

---

The movies.

---

No response. (N=2)

---

---

**A8. Open ends: What did you like least about the program? (Toddlers)**

**Least liked aspect of program**

---

***Nothing/no response***

---

No response. (N=6)

---

Nothing. (N=4)

---

I didn't like anything least.

---

All of it was ok.

---

***Too little parent/child interaction time***

---

I enjoyed this program but to be more hands-on with our children.

---

Not enough child-parent interaction time.

---

***Snacks***

---

Snacks. (N=2)

---

***Miscellaneous***

---

Everything.

---

The interruptions.

---

Videos.

---

I would have liked to learn more about how to teach my child things.

---

Talking out of turn.

---

That I had to miss a few due to medical reasons.

---

---

**A9. Open ends: What did you like least about the program? (Preschoolers)**

**Least liked aspect of program**

---

***Nothing/no response***

---

No response. (N=5)

---

Nothing. (N=4)

---

No.

---

***Time/time of day/time involved***

---

The time of day although I recognized that there really is no better time. Nights just got rushed when we had group since it was bedtime by the time we got home.

---

Time commitment.

---

Time. (N=2)

---

Trying to get our kids to bed afterwards.

---

We didn't always have time to finish the lessons.

---

***Buddy calls***

---

Buddy calls. (N=3)

---

***Videos***

---

Video should be updated.

---

Videos, not knowing what they are teaching my child – couldn't reinforce.

---

Didn't like how old the video tapes were.

---

***Cross talk/talking over one another***

---

Cross talk.

---

Over crowded, talk over lapped each other.

---

***Miscellaneous***

---

Homework was hard to keep up with.

---

Meals.

---

My daughter got really bored and I think lonesome in the childcare group.

---

Role plays.

---

Some content not specific for issues we are dealing with. Significant age gap between children.

---

The vignettes.

---

---

**A10. Open ends: How could the program have been improved to help you more? (Babies)**

**Ways to improve program**

---

I got everything I could out of it. Could be longer.

---

More groups. Loving them.

---

No response. (N=3)

---

---

**A11. Open ends: How could the program have been improved to help you more? (Toddlers)**

**Ways to improve program**

---

***No changes/enjoyed the program***

---

It was a great class.

---

Can't. Two thumbs up!

---

Everything was fine.

---

Everything was fine. Don't change anything.

---

I feel that it's a great program. I wouldn't change anything.

---

I got what I needed out of it.

---

I wouldn't.

---

Really enjoyed this class. The ladies were really great.

---

Work sheets. Love them a lot.

---

Nothing. (N=2)

---

No response. (N=7)

---

***Miscellaneous suggestions/responses***

---

More hands-on involvement with my child.

---

More one-on-one coaching. Modeling coaching.

---

Excuse my absences.

---

I would have liked to learn more about how to teach my child things.

---

No section E.

---

---

**A12. Open ends: How could the program have been improved to help you more?  
(Preschoolers)**

**Ways to improve program**

---

***No changes/enjoyed the program***

---

Don't change a thing.

---

Everything was good.

---

It was helpful as it could be.

---

No change.

---

No response. (N=9)

---

***Extend program/more time***

---

I got everything I could out of it. Could be longer.

---

More groups. Loving them.

---

Extension of more weeks.

---

Last part felt rushed – more time to incorporate “top of pyramid” techniques.

---

Less personal problem talk to have time to get everything without being rushed or more weeks to get more time to do stuff.

---

Maybe add 30 minutes a session.

---

Maybe longer.

---

More group time.

---

More hours, bigger room, child care prizes for siblings.

---

More time.

---

***Miscellaneous suggestions/responses***

---

Big help to me as a parent and my children and friends.

---

Cohorts of similar age and issues.

---

Give parents outline of what children are learning on paper, get rid of videos, group workshops.

---

I started up working 4 weeks ago in the landscape so two weeks shorter would be helpful.

---

I think the more you put into it, the more you get out of it, so my hope is to get the Incredible Years book and keep all the materials on hand to help remind me of the techniques we learned. Also, the pace of class was sometimes too slow. I think this is just the nature of group dynamics so it's unavoidable probably. But there was such a mix of people from different walks of life and different exposure to these kinds of parenting techniques. I'd learned a lot of them in ECFE. I was wanting more depth than we had time for sometimes. The leaders did a great job considering the wide range of parenting styles, experiences, etc.

---

If I would have attended all sessions – would like to repeat group.

---

More interaction with my son during group would be nice.

---

More one-on-one time.

---

My husband and daughter both got really bored each week. This created a motivation problem for me each week.

---

My son was the youngest so some things he/we couldn't relate to or try really, but he is very advanced so most of it worked out just fine.

---

Take turns to talk.

---

Talking more about behaviors.

---