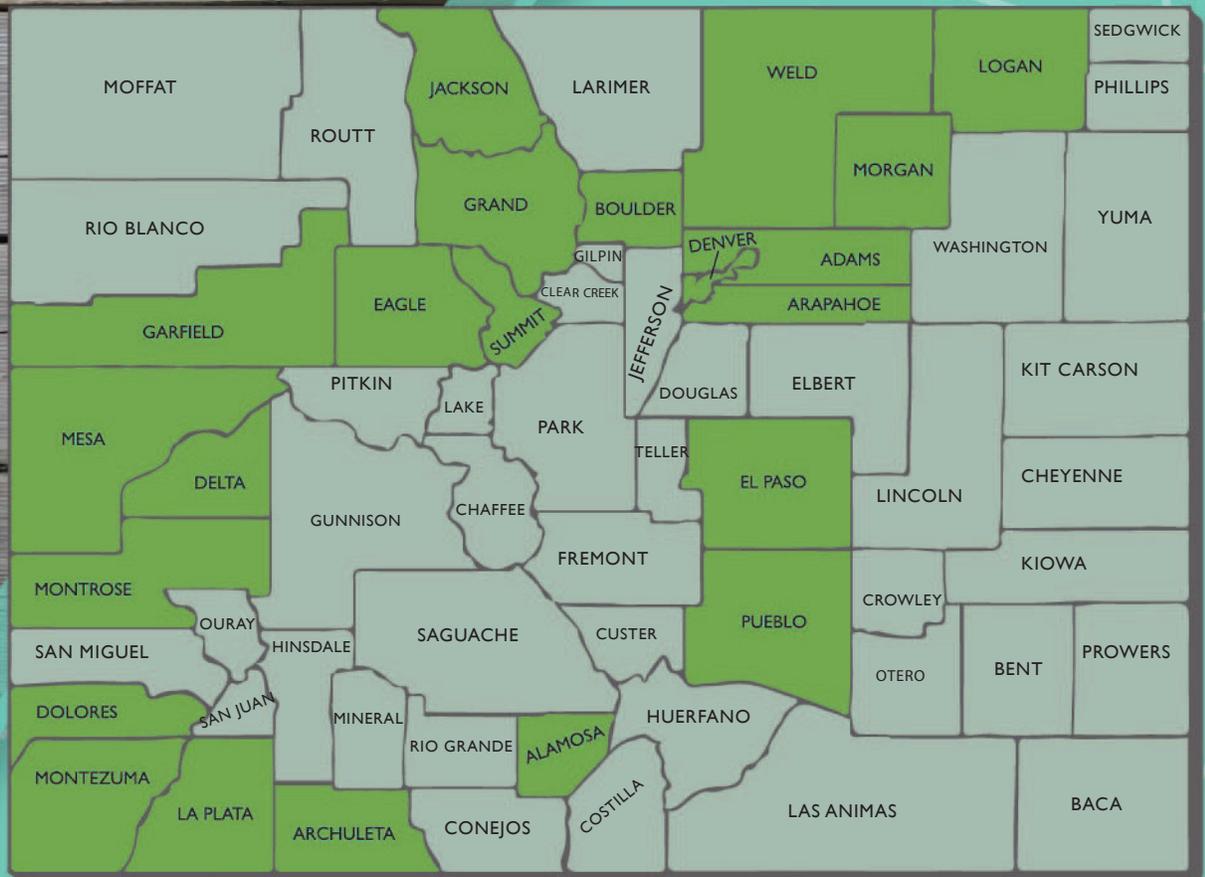




# The Incredible Years® 2016-2017

Littleton Public Schools District Report



Erin C. Albrecht, Ph.D. | The Incredible Years® Data and Evaluation Manager

**This report includes data collected from the following Littleton Public Schools during the 2016-2017 school year:**

The Village at Ames and The Village at North

*This report was prepared with  
support from the following  
independent consultant:*



## Why Implementation Matters: Invest in Kids and The Incredible Years®

Since 1999, Invest in Kids (IIK) has worked with Colorado communities like yours to identify, introduce, implement and ensure the long-term success of evidence-based, early childhood prevention programs like The Incredible Years® (IY). IY was adopted in response to clearly identified, statewide needs in the area of early childhood social and emotional skill development and its importance with regards to school readiness, early academic achievement and a more positive life trajectory.

*In 2015, the American Public Health Association published a report demonstrating statistically significant associations between social competence in kindergarten and outcomes in early adulthood. A single point increase in the social competence measure (SCS-T) translated to a 54% increased likelihood of graduating from high school and 46% greater chance of having a stable, full-time job at age 25 (Jones, Greenberg & Crowley, 2015). IIK uses the SCS-T to document students' IY outcomes annually.*



*IIK supports local communities in their implementation of IY because we know that successful, high fidelity implementation can result in programs being 3 to 12 times more effective than poorly implemented programs (Durlak & Dupre, 2008).*

Even with the use of evidence-based interventions like IY, programs cannot achieve desired outcomes if they are not implemented with fidelity and well matched to a community's needs and goals. Successful implementation is determined by organizational readiness, alignment of the program with the skills and training of the implementers, the capacity of the organization to provide ongoing support to the implementers, and effective coordination between organizational leaders and implementers.

To support communities working towards meaningful outcomes, IIK follows a research-based implementation framework from the National Implementation Research Network (NIRN; <http://nirn.fpg.unc.edu>). This framework guides our focus on site development and is applied to our training, coaching, evaluation and ongoing quality improvement supports.

## The Incredible Years®: Program Components

The Incredible Years® (IY) is a suite of evidence-based programs for school and community-based settings that have been shown to have significant and lasting benefits for children and parents. IY promotes social-emotional functioning among young children and improves parenting skills. The program components that are active in your community include the following (indicated by a check mark for each active component):

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**Incredible  
Years®**



The **Teacher Classroom Management Program (TCM)** provides teachers training and coaching in positive relationships with students and families, proactive teaching strategies, effective use of praise and incentives, and support strategies for children with challenging behaviors.

The **Preschool BASIC Parent Program (Parent Program)** is delivered through a series of 14 weekly sessions that include dinner and child care to eliminate barriers to participation. Two trained co-facilitators guide each group of approximately 8 to 15 parents as they learn strategies for playing with and praising their children, setting effective limits, and promoting prosocial behavior, among other strategies and skills.

The **Dinosaur School Classroom Program** includes 60 different lessons which are delivered two to three times per week in every participating classroom. Trained staff lead the lessons using puppets, engaging activities, role-plays, and video vignettes. The lessons focus on how to solve problems, control anger, self-monitor emotions, succeed in school, and make friends.



Action steps for making the most of the information in this report:

- ✓ Review it and ask questions (email the IY Data and Evaluation Manager at [ealbrecht@iik.org](mailto:ealbrecht@iik.org))
- ✓ Share with funders, stakeholders, program implementers and support staff
- ✓ Engage in conversations about how this data is reflective of the program outcomes that you and the implementers are experiencing at your site and in your community

# Dinosaur School: Littleton Public Schools

## Outcomes at a Glance

### STUDENTS and REPORTED OUTCOMES

- » **404** students received **Dinosaur School**
- » **381** students had matched pre and post-tests
- » Teachers reported **significant increases** in Prosocial Communication, Emotion Regulation, Academic Skills, overall Social Competence Scores, and all Dinosaur School items.

### TEACHERS and CLASSROOMS

- » **32** educational staff supported the implementation of **Dinosaur School**
- » **8** classrooms - **1st and 2nd year of Dinosaur School**
- » **11** classrooms - **Dinosaur School** implemented for at least **3 years**

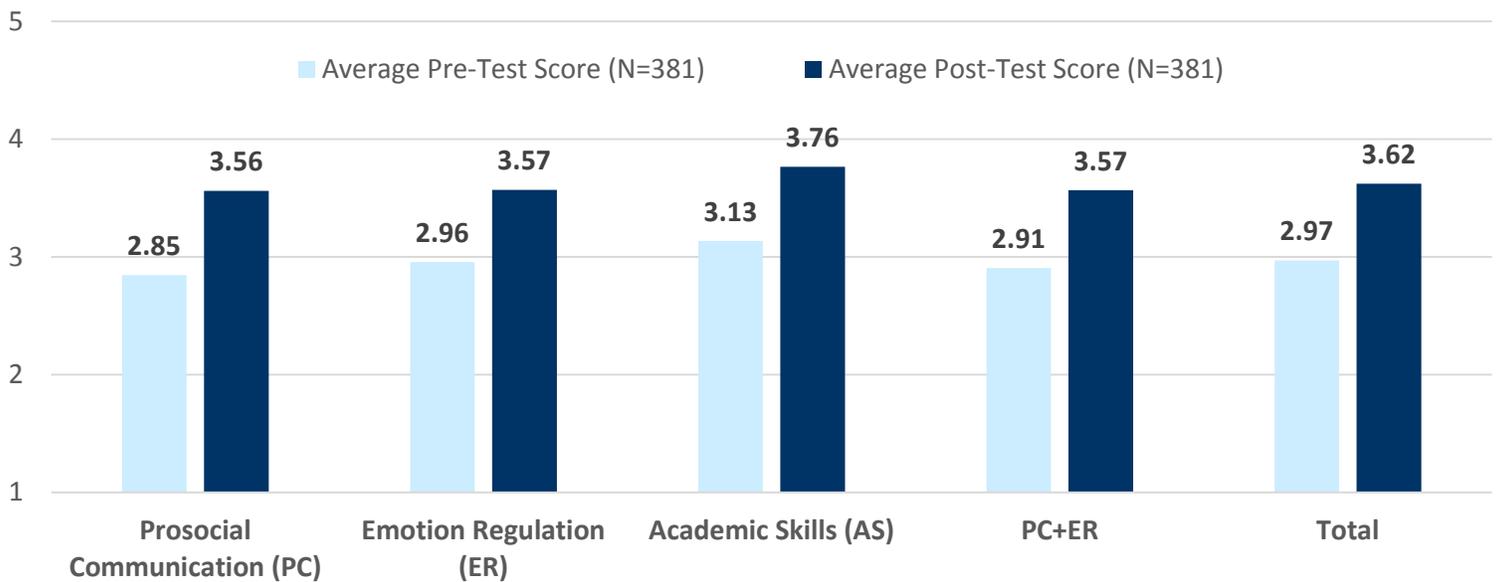
## Description of Littleton Public Schools Students and Educational Staff

	Students (Total N = 404)		Educational Staff (Total N = 32)	
	N	%	N	%
<b>Gender</b>				
Female	173	43%	32	100%
Male	231	57%	-	-
<b>Race/Ethnicity</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
African American	7	2%	-	-
American Indian	2	<1%	-	-
Asian	16	4%	-	-
Caucasian	268	66%	28	87%
Latino/Hispanic	75	19%	4	13%
Pacific Islander	6	2%	-	-
Multi-Racial	27	7%	-	-
Missing	3	<1%	-	-
<b>Grade Level</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Pre-K	404	100%	32	100%
<b>Student IEP and CPP Status</b>				
IY students with an IEP	111	28%		
IY students served by CPP	159	39%		

## Dinosaur School Outcomes: Social Competence

Teachers rate the behavior of children at the beginning and the end of the school year using the Social Competence Scale (SCS-T). The survey consists of four subscales that measure child behavior in different domains, including Prosocial/Communication Skills, Emotion Regulation, Academic Skills, Emotion Regulation + Prosocial/Communication Skills, and a total score. Each item is scored on a 5-point scale with higher scores indicating a higher degree of child social competence. The Prosocial Communication subscale includes items such as “is helpful to others,” the Emotion Regulation subscale includes items such as “can calm down,” and the Academic Skills scale includes items such as “pays attention”.

Littleton Public Schools - Dinosaur School  
Social Competence Scale - Teacher Report (SCS-T)



*The SCS-T total score and all subscales showed significant, positive changes from pre- to post-test for Dinosaur School students in Littleton Public Schools during the 2016-2017 school year.*

*“Children are learning to control their feelings when frustrated, angry, or disappointed.” ~Dinosaur Teacher*



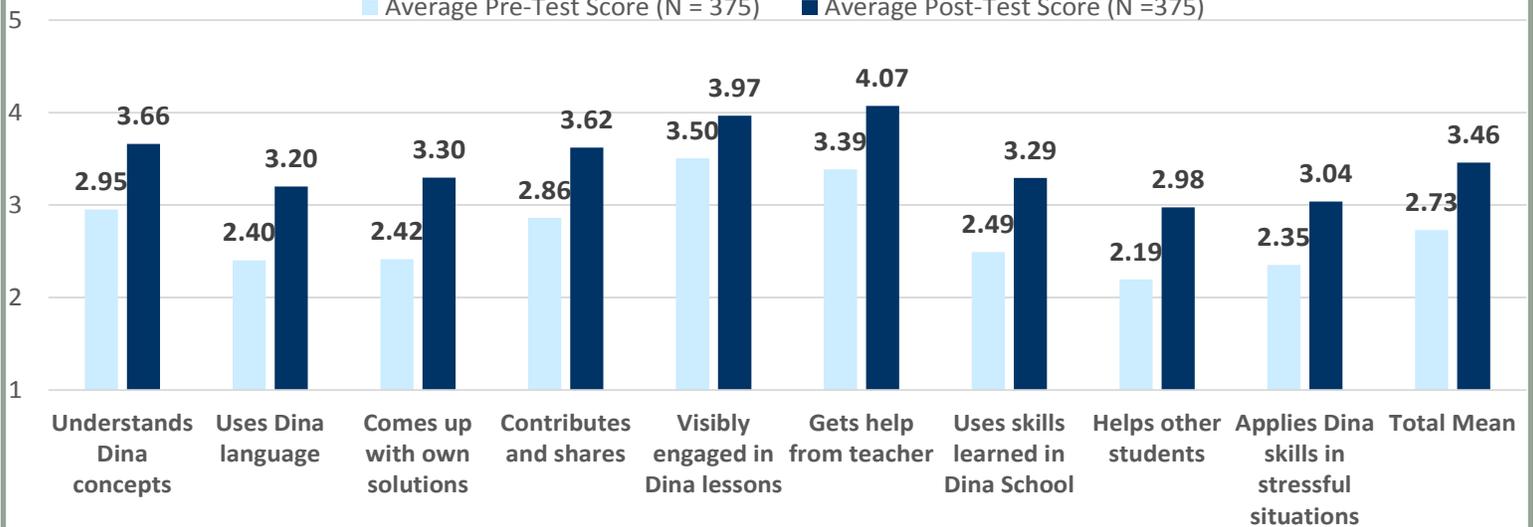
## Dinosaur School Outcomes: Social-Emotional Skills in the Classroom

Teachers rate key aspects of child behavior in the classroom at the beginning and end of the school year using an additional nine-item survey that measures students' demonstration of specific elements of the Dinosaur School curriculum, with higher scores indicating greater mastery of Dinosaur School skills. This survey includes items such as:

- Child is able to come up with behavioral solutions on his/her own
- Child is able to help other students identify behavioral solutions using Dinosaur School concepts
- This child uses Dinosaur School language frequently and consistently

Littleton Public Schools - Dinosaur School  
Social Emotional Skills in the Classroom

■ Average Pre-Test Score (N = 375) ■ Average Post-Test Score (N = 375)



*The total score and all items showed significant, positive changes from pre- to post-test for Dinosaur School students in Littleton Public Schools during the 2016-2017 school year.*

## Ensuring Ongoing Quality & Sustainability

IY was adopted in Colorado in response to clearly identified, statewide needs in the area of early childhood social and emotional skill development and its importance with regards to school readiness, early academic achievement and a more positive life trajectory. **Results from this report indicate that children in Littleton Public Schools demonstrated improvements in the type of social-emotional skills that have been shown to be a critical component of school readiness and long-term success.**

***IIK supports local communities in the high-quality implementation of IY because ensuring social-emotional skills in early childhood sets up children for long-term success and well-being.***

Research from the field of implementation science has shown that communities that attend to long-term planning for an evidence-based program and have a commitment to ongoing support of quality programming are more likely to sustain positive outcomes and realize a return on investment. In order to facilitate long-term sustainability of IY in your community, IIK helps to support the following key components of quality implementation:

- Assessing readiness for implementation at the district and site level
- Ongoing training and coaching for implementers in your community
- Regular meetings between IIK consultants and site/community leaders to discuss program implementation and plan for sustainability
- Ensuring community-wide understanding and promotion of IY



1775 Sherman Street  
Suite 2075  
Denver CO 80203

Phone: 303-839-1808 x124  
Fax: 303-839-1695  
Email: [ealbrecht@iik.org](mailto:ealbrecht@iik.org)  
[www.iik.org](http://www.iik.org)

