



# 2021-2022 Report of The Incredible Years® Sheridan School District

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**This report includes data collected from the following Sheridan School District sites and 1 Parent Program group during the 2021–2022 program year:**

Alice Terry Elementary and Sheridan Early Childhood Center

Invest in Kids' Commitment: Annual reports are created by Invest in Kids to support continuous quality improvement for implementers and sites in your community. IIK gathers high-quality data to support decision making, in service to ensuring that positive outcomes are achieved as intended and that program delivery is well supported in your community.

If you have any comments or questions, please contact The Incredible Years® Data and Evaluation Manager, Erin Albrecht at [ealbrecht@iik.org](mailto:ealbrecht@iik.org).

## The Incredible Years®: Sheridan School District

IY is a suite of evidence-based programs that includes universal, prevention components for parents, teachers, and young children. Over 40 years of research has documented that the benefits of IY include greater social-emotional skills in young children, the increased use of positive teacher classroom management strategies, and improved parenting practices. With support from Invest in Kids, the program components that were offered in your community during the 2021-2022 program year include the following (indicated by a check mark for each active component):



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

The **Dinosaur School** curriculum includes 60 different lessons for early childhood classrooms, 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. ✓

The **Preschool BASIC Parent Program (Parent Program)** is delivered through a series of 14 weekly sessions that include dinner and childcare to eliminate barriers to participation. Two trained co-facilitators guide each group of approximately 7 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. ✓



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

- ✓ Review this report with your Local Implementation Team (LIT) and ask questions
- ✓ Share with funders, stakeholders, program implementers, and support staff
- ✓ Engage in conversations about how these outcomes align with your observations and experiences with the program at your site and in your community

## Dinosaur School: Sheridan School District

### Students

- **97** students received Dinosaur School
- **91** students had matched pre- and post-tests

### Teachers and Classrooms

- **12** educational staff supported the delivery of Dinosaur School
- **7** classrooms – received Dinosaur School
- **7** classrooms – received Dinosaur School coaching

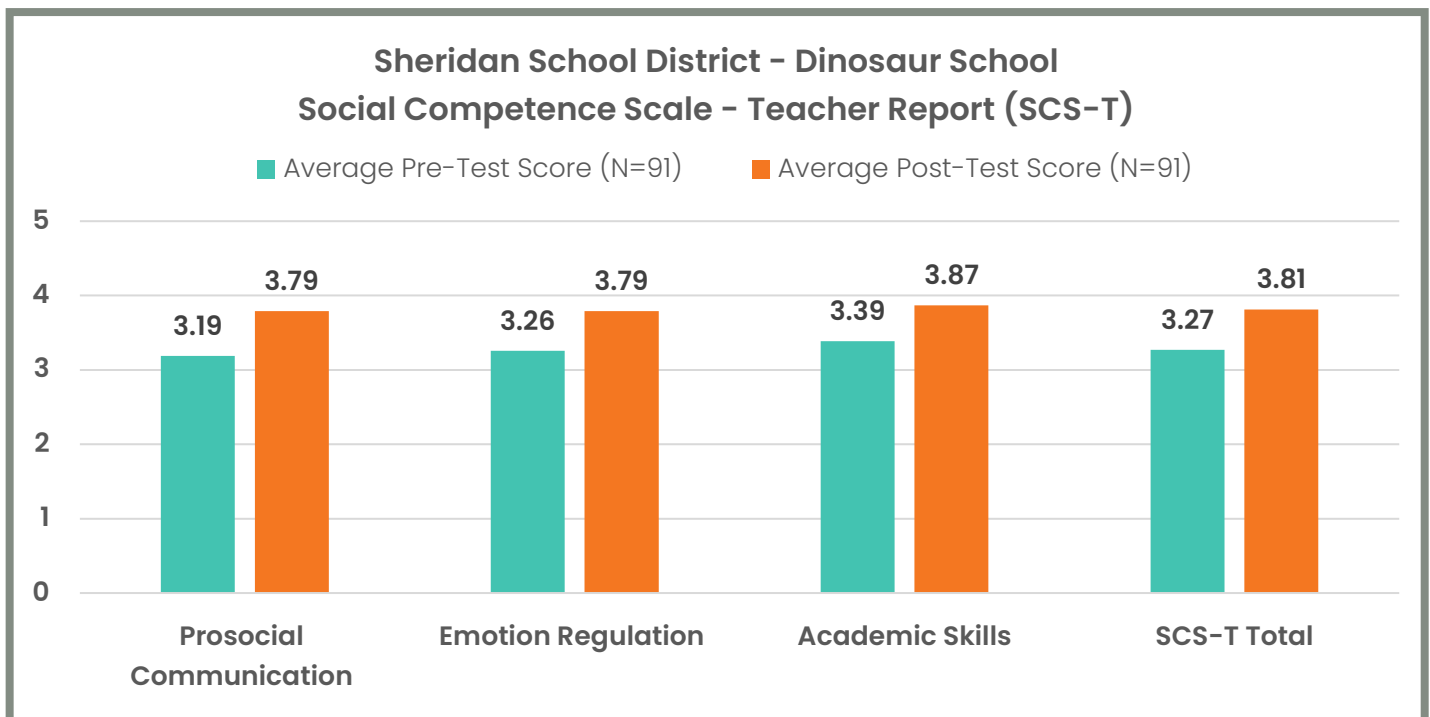
## Description of Sheridan School District Students

	Students (Total N = 97)	
<b>Gender Identity</b>	<b>N</b>	<b>%</b>
Female	51	53%
Male	46	47%
<b>Racial/Ethnic Background</b>	<b>N</b>	<b>%</b>
Non-Hispanic White	15	<16%
Hispanic/Latino	54	56%
Black/African-American	5	5%
American Indian/Alaska Native	2	2%
Asian	2	2%
Two or more races	19	20%
<b>Grade Level</b>	<b>N</b>	<b>%</b>
Preschool/Pre-K	97	100%



## Dinosaur School: Children's Social Competence

Teachers rated the behavior of children at the beginning and end of the school year using the Social Competence Scale – Teacher Report (SCS-T). The survey consists of 25 items that measure different aspects of children's developing social and emotional skills across three subscales, including Prosocial Communication, Emotion Regulation, Academic Skills, and a total Social Competence score. Each item is rated 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."



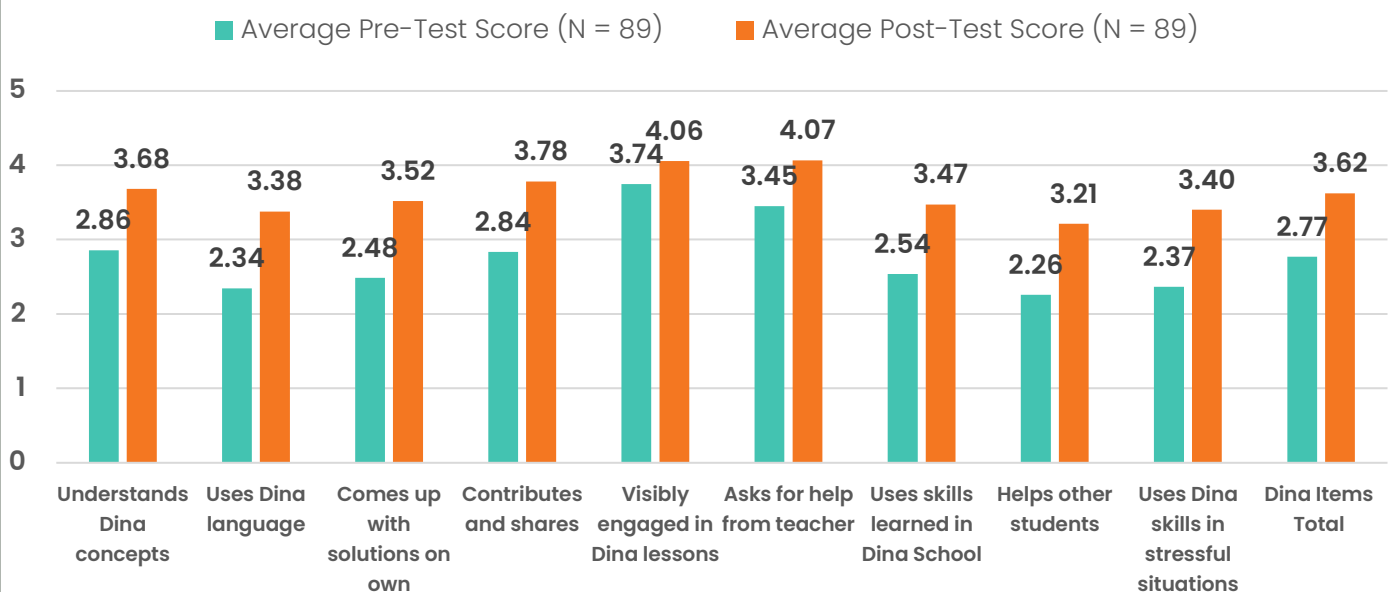
The average SCS-T total score and the average score for all subscales showed statistically significant, positive changes from pre- to post-test for Dinosaur School students in Sheridan School District during the 2021-2022 school year.

## Dinosaur School: Children's Social-Emotional Skills

Teachers rated children's behavior at the beginning and end of the school year, using a nine-item survey that measures children's demonstration of specific elements of the Dinosaur School curriculum. Each item is scored on a 5-point scale with higher scores indicating a greater mastery of Dinosaur School skills. This survey includes items such as:

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

### Sheridan School District - Dinosaur School Social Emotional Skills



The average total score and the average score for all items showed statistically significant, positive changes from pre- to post-test for Dinosaur School students in Sheridan School District during the 2021-2022 school year.



## TCM: Sheridan School District

### Students

- **52** students benefitted from TCM
- **46** students had matched pre- and post-tests

### Teachers and Classrooms

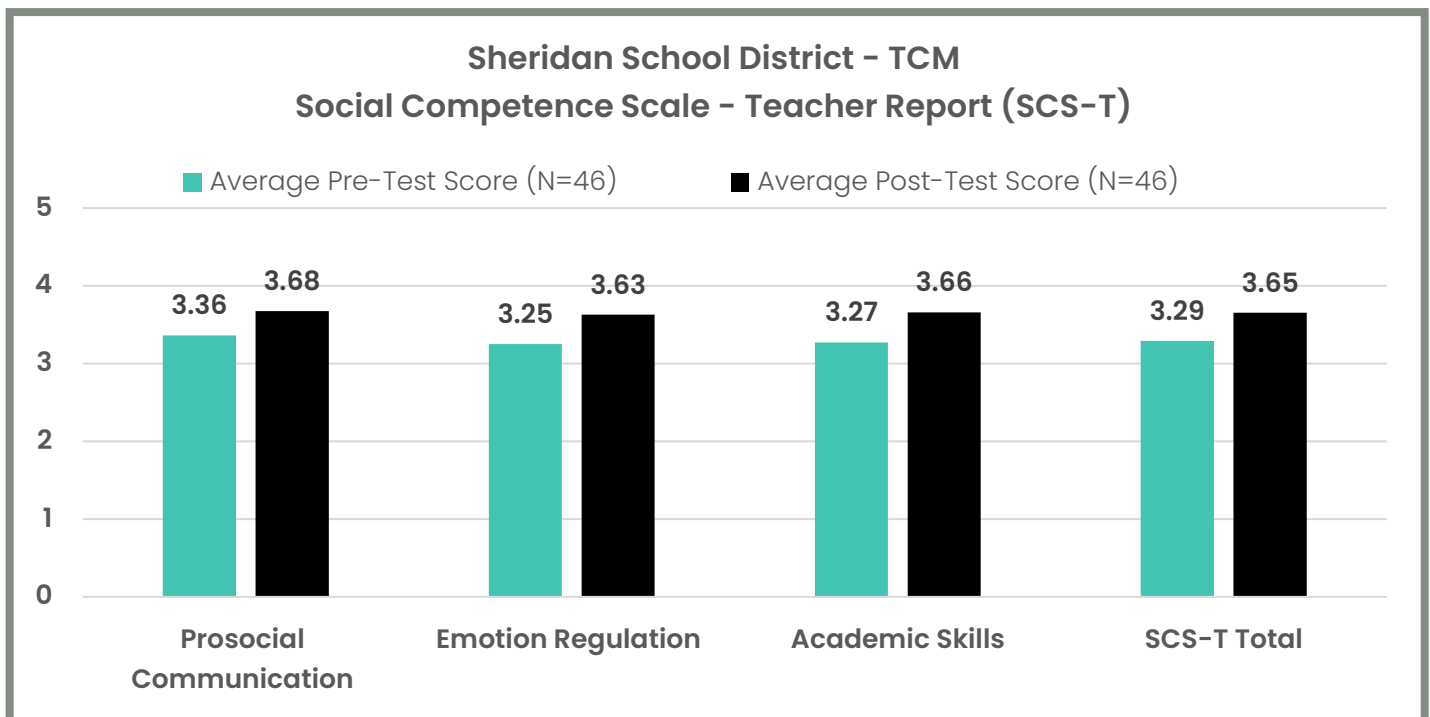
- **3** educational staff supported TCM across **3** classrooms
- **3** classrooms – received TCM coaching
- **NOTE:** Dinosaur School was delivered in 1 of the classrooms where a teacher was receiving TCM coaching. Those student numbers and outcomes are included in the Dinosaur School section of this report.

## Description of Sheridan School District Students

	Students (Total N = 52)	
<b>Gender Identity</b>	<b>N</b>	<b>%</b>
Female	20	<39%
Male	32	<62%
<b>Racial/Ethnic Background</b>	<b>N</b>	<b>%</b>
Non-Hispanic White	6	12%
Hispanic/Latino	35	67%
Black/African-American	5	10%
Asian	2	4%
Two or more races	4	8%
<b>Grade Level</b>	<b>N</b>	<b>%</b>
Kindergarten	52	100%

## TCM: Children's Social Competence

Teachers rated the behavior of children at the beginning and end of the school year using the Social Competence Scale – Teacher Report (SCS-T). The survey consists of 25 items that measure different aspects of children's developing social and emotional skills across three subscales, including Prosocial Communication, Emotion Regulation, Academic Skills, and a total Social Competence score. Each item is rated 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."



The average SCS-T total score and the average score for all subscales showed statistically significant, positive changes from pre- to post-test for students that benefitted from TCM in Sheridan School District during the 2021-2022 school year.



## Parent Program: Sheridan School District

### Parent Program Participants

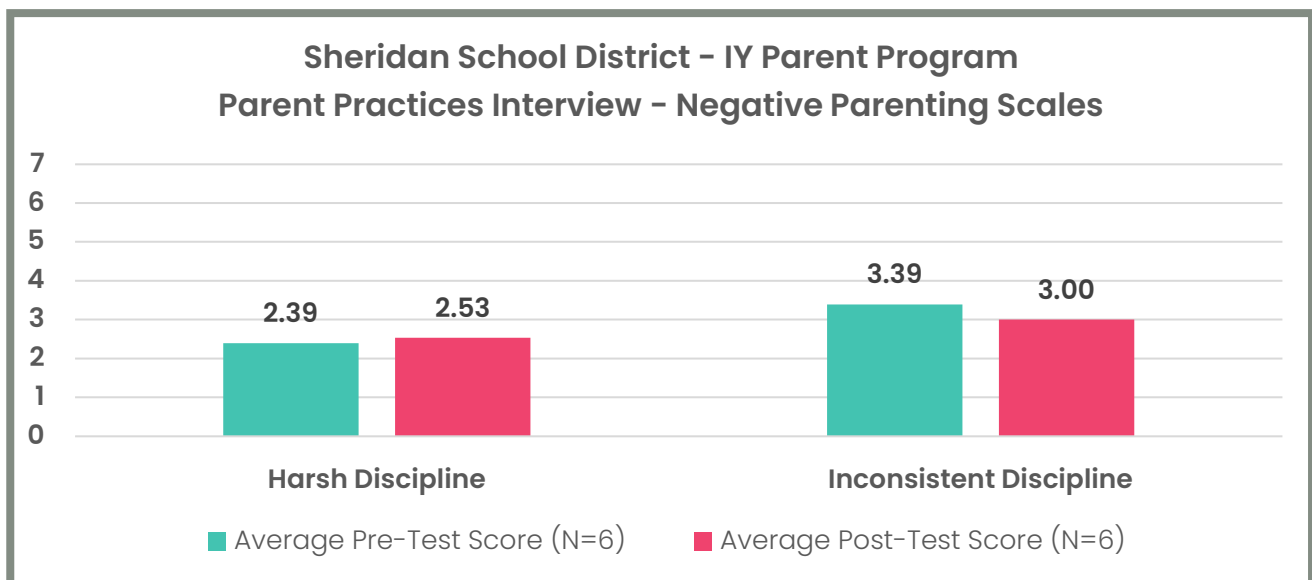
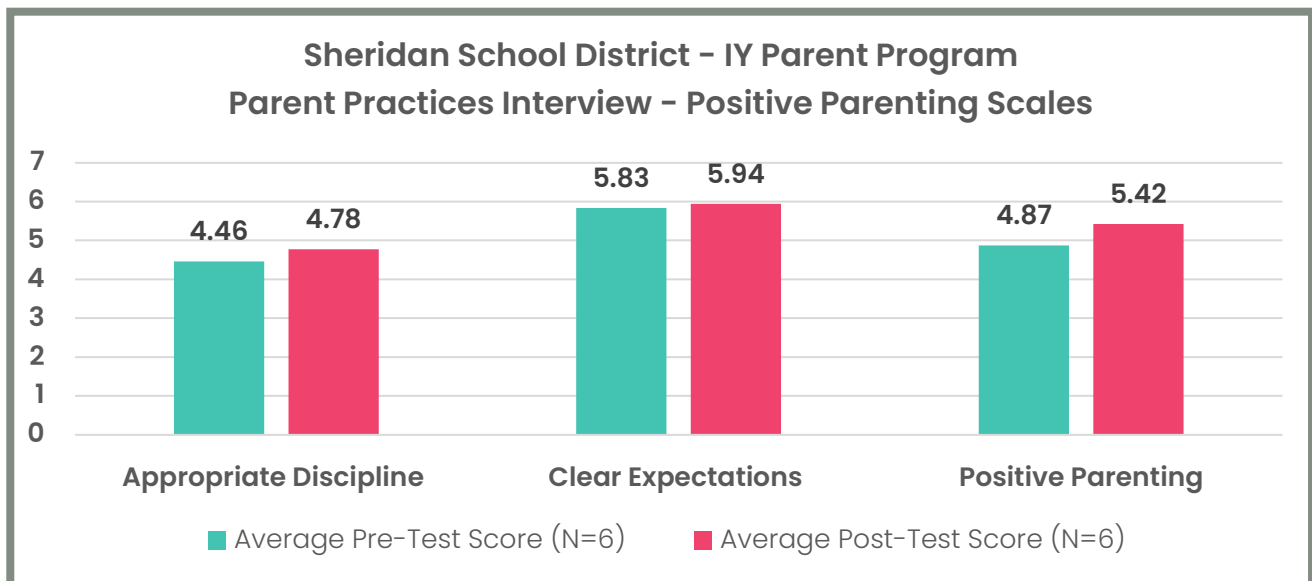
- 1 virtual group
- 10 parents submitted pre-tests
- 6 parents submitted matched pre- and post-tests

### Description of Sheridan School District Parent Program Participants

	Parent Program Participants (Total N = 10)	
<b>Role</b>	<b>N</b>	<b>%</b>
Mother	7	70%
Father	2	20%
Grandmother	1	10%
<b>Racial/Ethnic Background</b>	<b>N</b>	<b>%</b>
Hispanic, Latinx, or Spanish origin	6	60%
Black or African-American	1	10%
White	2	20%
Two or more races	1	10%
<b>Primary Language</b>	<b>N</b>	<b>%</b>
Spanish	4	40%
English	6	60%

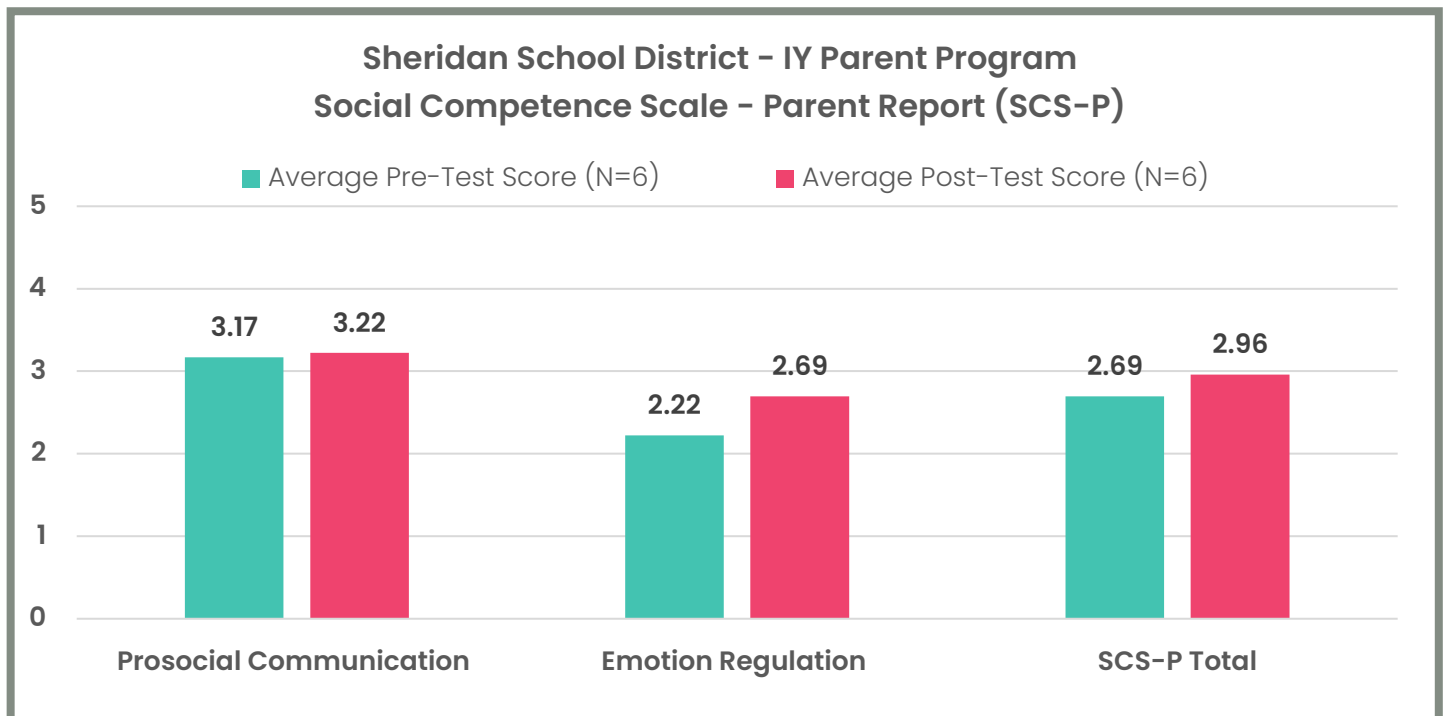
## Parent Program: Parenting Practices

Parent Program participants complete 68 items from the Parent Practices Interview (PPI), rating their own parenting practices on a 7-point scale in a variety of domains, including three positive parenting subscales, Appropriate Discipline, Clear Expectations, and Positive Parenting, and two negative parenting subscales, Harsh Discipline and Inconsistent Discipline. Higher scores on the positive subscales and lower scores on the negative subscales reflect greater use of more optimal parenting practices.



## Parent Program: Children's Social Competence

Parents rate the behavior of their preschool-aged child at the beginning and end of the 14-week group using the Social Competence Scale, Parent Report (SCS-P). This survey includes 12 items across two of the four subscales previously described that measure children's Prosocial Communication and Emotion Regulation, as well as a total SCS-P score. Each item is rated on a 5-point scale with higher scores indicating a higher degree of child social competence.



The average score for the Emotion Regulation subscale showed statistically significant, positive changes from pre- to post-test for Sheridan School District Parent Program participants during the 2021-2022 school year.

