

KINDERGARTEN AND FIRST GRADE INTERVENTIONS FOR PREVENTING VIOLENCE AND SCHOOL DROPOUT:



THE FLUPPY MULTIMODAL PROGRAM

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THE FLUPPY PROGRAM: "THE STORY"



1983

- The Montreal Longitudinal Study (Tremblay, Vitaro, et al)
- Developmental trajectories of delinquency
- Multimodal Prevention Program

1989

- Promising results came "true"

1990

- Fluppy is born

NEXT



THE FLUPPY PROGRAM A MULTIMODAL APPROACH KINDERGARTEN

Social Skills Training



Teacher Support



Family Intervention



Peer Support



Academic
Intervention*



SOCIAL SKILLS TRAINING



Social skills training sessions



Emotions recognition and expression skills



Problem solving skills

4 rules to succes...

Show your interest to your friend by:

- 1) Looking in his eyes and listening with your ears when he is talking to you**
- 2) Asking him questions about what he is saying**
- 3) Expressing your feelings**
- 4) Sharing your good ideas**



THE PROGRAM CONTAINS 15 SESSIONS LEAD BY THE TEACHERS AND/OR A SCHOOL PROFESSIONAL



- The sessions take place every other week
- Between each session, teachers are invited to:
 - a) Observe children when interacting with each other in natural settings
 - b) Reinforce regularly the behaviors learned with Fluppy when they occur naturally
 - c) Actively support children in conflict situations by:
 1. Inviting them to refer to different abilities learned with Fluppy
 2. Inviting them to practice the skill they point at
 3. Modeling, when needed, some appropriate skills*



FAMILY INTERVENTION COMPONENT



- Evaluation of the needs
- Knowledge transfer
- Video session

Intervention Strategies

1. Social support
2. Parental skills (behaviour modification)
3. Parent-child relationship (play sessions)*





TEACHER SUPPORT COMPONENT

- Teachers are supported by a CLSC professional
 1. Observational skills
 2. Intervention strategies*



PEER SUPPORT COMPONENT



- Targeted child is paired with competent child
- Supervised by a professional, they practice skills they learned with Fluppy
- Highlight the targeted child's competence



ACADEMIC COMPONENTS



- Reading
- Mathematics*



Reading component



La forêt de l'alphabet



a b c d e f g h i j k l m n o p q r s t u v w x y z

The reading disorder prevention component



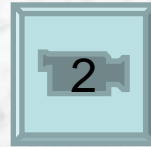
- La forêt de l'alphabet is a french adaptation of 2 programs:
 - The Scott Foresman Early Reading Intervention (Simmons et Kame'enui, 2002) and the Peer Assisted Learning Strategies (Fuchs 2001).



The activities aim to foster:

Name and sound recognition of capital and small letters;

- Metaphonological skills acquisition (identification of initial and final phonemes; fusion and segmentation);
- Alphabetical principle understanding (knowing that printed words are representations of oral units);
- Vocabulary enhancement.



La forêt de l'alphabet is also characterised by;



A play based curriculum where children are exposed to a warm, stimulating and comforting context of learning;

- Explicite instructions;
- Modeling strategies;
- A multicomponent teaching approach;
- Peer support.

Mathematic Component



- This component aims to work on 2 major topics: Number concept and Geometry knowledge acquisition.
- Children are placed in learning contexts where different sequences propose situations that can be modified and which affect the hierarchy of the strategies to be used in order to solve a problem.



1. Didactic sequences

- **Number concept knowledge:**
 - Identify a quantity
 - Compare and order (collections)
 - Composition and transformation of measures
- **Geometry knowledge**
 - Experiencing the concept of symmetry through objects fabrication
 - Representing in different ways geometrical shapes





Mathematic Component



2. Capsules offering shorter activities adapted to the educational context of kindergarten and aiming to consolidate knowledge acquisition.

NEXT



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NEXT



**THE FLUPPY PROGRAM A
MULTIMODAL APPROACH
FIRST GRADE**

Social Skills training



Teacher support



Family Intervention

Peer support



Academic Intervention





SOCIAL SKILLS TRAINING



Content adapted for first grade



Twelve (12) new sessions every other week



Small groups outside classroom*



TEACHER SUPPORT



- Observational skills
- Intervention strategies
- Teacher/student relationship*



PEER SUPPORT



- Promoting formation of positive friendships
- Intervention strategies
- Teacher/student relationship*



ACADEMIC INTERVENTION



- Individual sessions (math and reading)
as needed *





**The FLUPPY
MULTIMODAL PROGRAM
First Grade**

Social skills training



Teacher support



Family Intervention

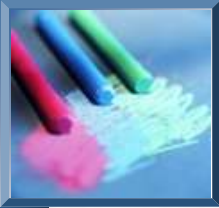
Peer support



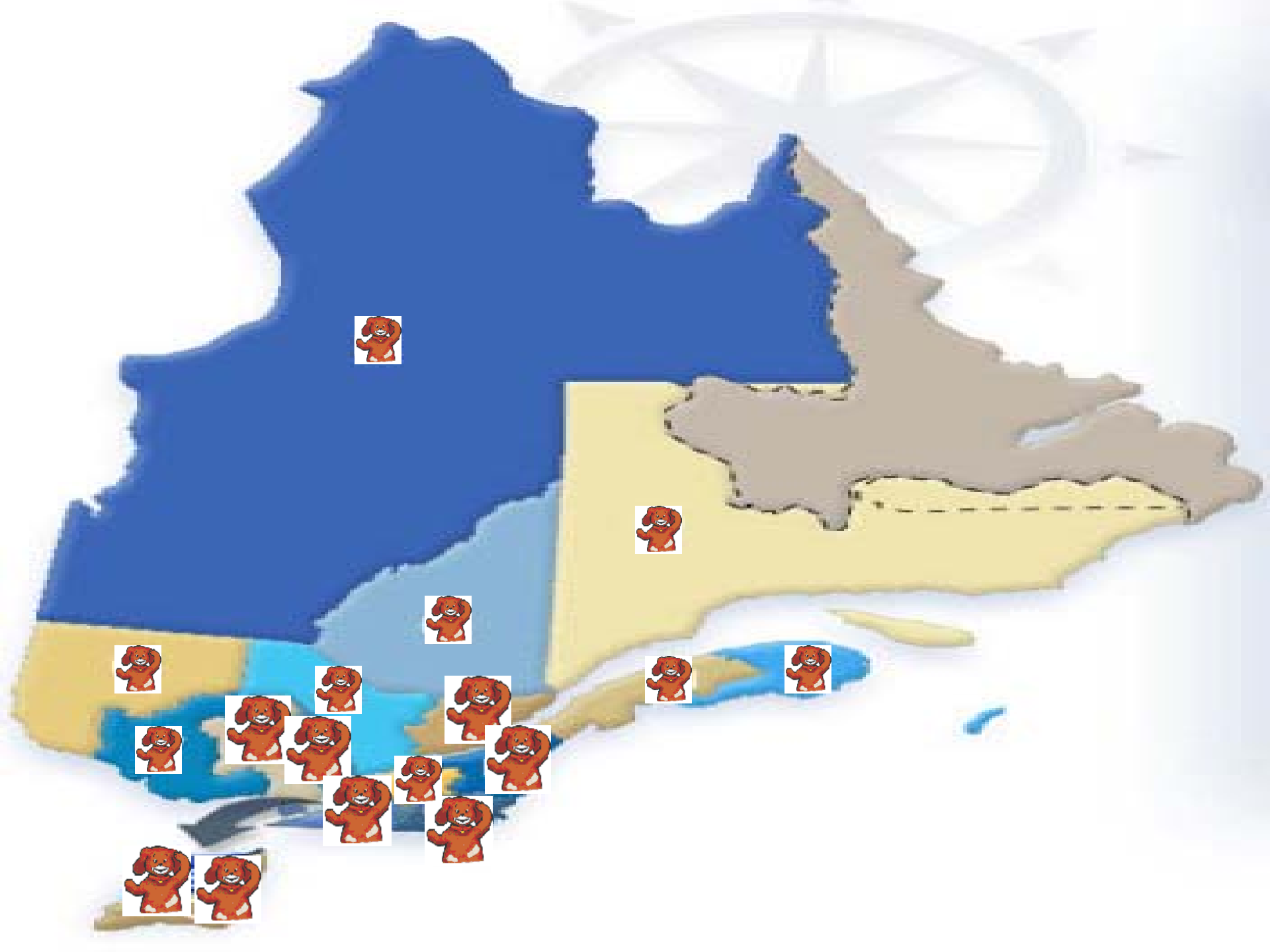
**Academic
Intervention ***



The Fluppy Program...



**A large dissemination in Quebec
... since 1990**





**From research laboratories to the
intervention field:
A winning partnership between 2 major
work forces:
Education and Social Services**



Fluppy...



A major influence on behaviour problem prevention practices in Québec



- Large numbers of professional and teacher trained (n=2800)
- Impressive numbers of children exposed (n= + de 100 000)
- Many professional jobs were created



- **Continuous training request**
- **Recongnition by the Institut National de Santé Publique du Québec as a promising prevention program**
- **Considerable public funds invested**



In 2001...

**A survey on the conditions of
implementation in the field
was conducted**



Tagging of Teachers and Professionals trained by the Centre du Psycho-Éducation du Québec between 1990 and 2000

Identified : 1900

Respondents : 924



Results from the Survey and the regional reports made by practitioners (2001-2007)

Survey:

-74 % of respondents reported they applied the program after being trained.

- Among those who have implemented the program :
 - 35 % have done it with a single cohort
 - 65 % have done it with 2 cohorts or more

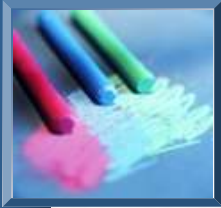
Challenges related by the implementation of a program in the field:



- **Staff mobility**
- **Instability of the services offered in schools**
- **Program available for a limited number of teachers**
- **Not enough time invested by teachers into the whole process**



- The quality of support granted to staff after their initial training
- The absence of a formal support system
- Limited school manager involvement
- Dissatisfaction related to the program



**How the actors in the field
implement really ?**



The Quebec Survey (2001) :

- **Universal component :**
 - 37 % animate between 11 and 15 workshop**
 - 47 % animate between 6 and 10 workshop**
 - 13 % animate between 1 and 5 workshop**



- 61 % of teachers relate that they animate the workshop alone
- 33 % of teachers are supported by a professional to animate a workshop in their classroom
- 86 % say they reinvest the program in natural situation that occur in their classroom.

Reports from communities (2001-2007) :



Universal component :

- The reports produced by the communities with there are existing alliances between education and health and social services networks indicate that they apply between 12 and 15 workshops per year, except for one region doing 9 workshops per year
- In those specific communities, teachers all implement the program with the support of a social services professional (CSSS).

Quebec survey (2001) :



Family component :

- 33 % of teachers who implement the program are supported by a professional from the CSSS who's also in a charge of the family based intervention
- When the family component of the Fluppy program is applied, the social services professional relate that they respect the model developed by CPEQ in a proportion of 54%
- Other stated that they don't apply it or pursue their own objectives.

Reports from the fields (2001-2007) :



Family component:

- Report produced by the communities clearly indicated they implement the family component of the Fluppy program.
- The frequency of family visit increases since 2001. The intervention fields aim at achieving a dozen visits by family per year.
- However, results indicate that the averages are more between 7 and 8 visits by family per year.



- Important variability exist in the intensity of the implementation of the Fluppy program in Quebec.
 - Some communities meet the prescribed conditions proposed by the authors:
 - Implementation of 3 components with respect dosage.
 - Training and supervision of staff (teachers and professionals)

Common characteristics of these communities :



- Regional guidelines are provided by policy makers regarding behaviour problems
- Alliance between the education and health and social services network are well established
- Clear commitment from decision makers (managers)
- Well planned organizational structure for the implementation of the whole program
- The CSSS professional are involved actively and well supported by their organization

Some communities do not comply with the condition of implementation suggested by the authors



- Reduction in the number of intervention direct toward children
- Reduction of the number of family visit
- Non-administration with the family component

Characteristics common to these environments



- Actor involved do not know well the program (3 component)
- Communities wish to implement only the Universal component (promotional social skills) .
- Communities only engaged in universal strategies of prevention



- Human and financial resources are limited
- The decision to implement the program is based on one or more motivated individual (the structure of the institution does not support their choice)
- Manager are not committed enough



Conclusion



The Fluppy program has benefited from a great popularity over the past 20 years in Quebec.

- There is a significant variability in the administration of the program.
- Since 2001, communities tend to implement the program in its entirety by providing supervision for their staff .
- It is important to recognize the constant efforts from kindergarten teachers and from social health practitioners to adopt evidences based best practices

...May the efforts in promoting prevention approaches be maintained for the benefit of all children by doing more and better...

FLUPPY (2001) : A STRONG PARTNERSHIP IN PROGRESS

Centre de psycho-éducation
du Québec



CLSC

U. de Mtl.

U. de Sherb.

Commission scolaire
de Laval

UQÀM

Régie régionale de la santé et des services sociaux
de Laval

