

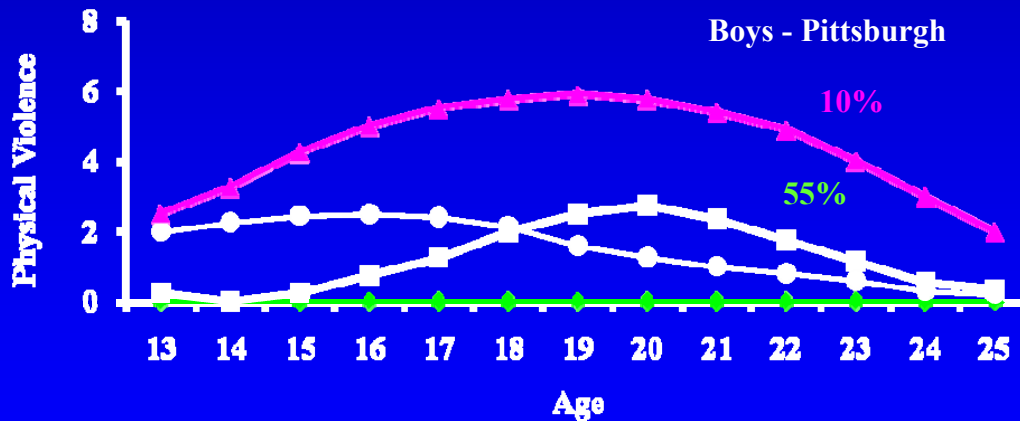
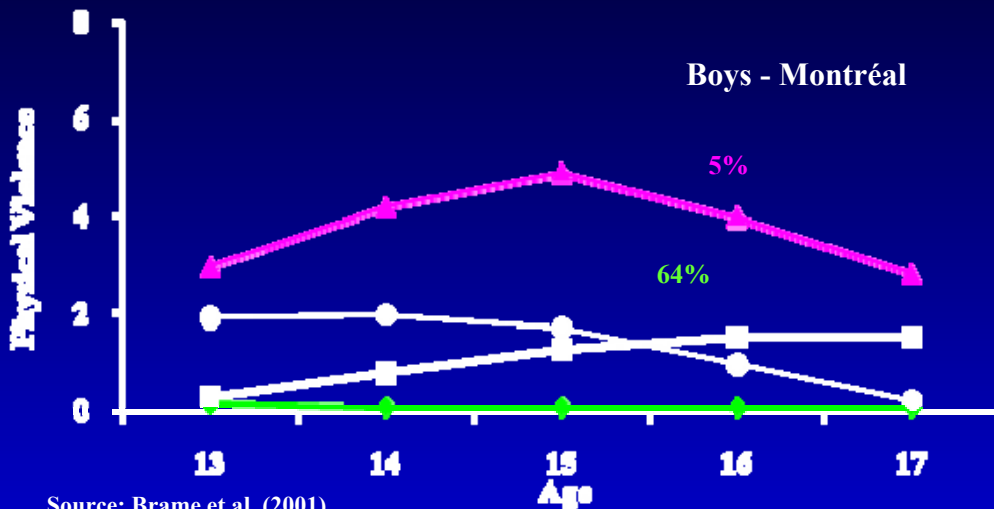
**Preventing psychosocial maladjustment through a targeted,
generic, and multimodal approach based on best practices in early
elementary school**

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**September 2008
Montréal**

Trajectories of physical violence for adolescents



Factors (maternal) associated with high trajectories of physical violence for adolescents

Low-income family: 2.5^a

Parental antisocial behaviour: 2.9

Ineffective parental discipline: 1.7

Aggressiveness-hyperactivity: 3.7

^a Upper tertile vs. lower tertile

Factors (maternal) associated with young adults having a criminal record (Québec populational sample)

Boys vs. girls:	4.5
Low-income family:	2.8 ^a
Parental antisocial behaviour:	1.4
Ineffective parental discipline:	1.5
Aggressiveness-hyperactivity:	3.9

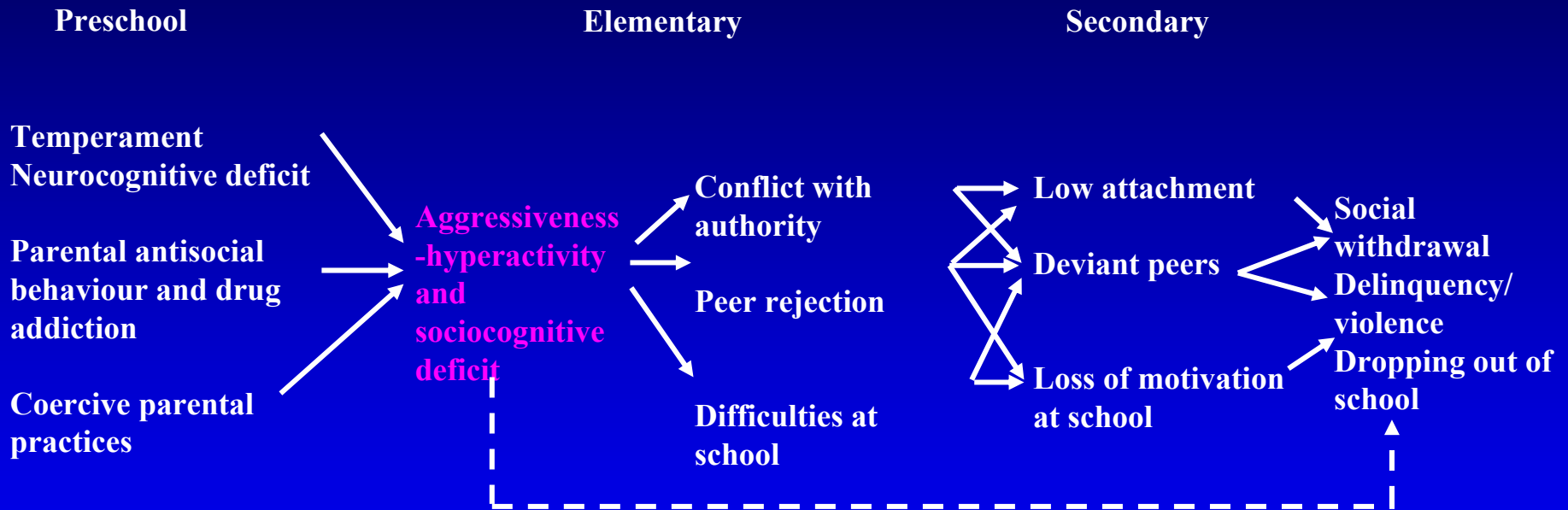
^a Upper tertile vs. lower tertile

Factors (maternal) associated with young adults not obtaining a high school diploma (Québec populational sample)

Boys vs. girls:	2.4
Low-income family:	3.2 ^a
Low education levels of parents:	1.7
Ineffective parental discipline:	2.2
Aggressiveness-hyperactivity:	3.5

^a Upper tertile vs. Lower tertile

Developmental model (simplified)



Age

French-speaking boys from
disadvantaged milieus in Montréal

6

Above 70th percentile for
aggressive-hyperactive problems

Remaining
sample
N = 792

7-9

Prevention
group
N = 75

Control
group
N = 184

9-12 Assessment of aggressive-hyperactive behaviour (teachers)
Assessment of peer rejection (peers)
Assessment of parental practices (subjects)

10-12 Assessment of deviancy in friends (peers)

11-16 Assessment of delinquent behaviour and conduct-problem behaviours
(subjects)

22 Criminal record, school completion



Preventive interventions (over a 2-year period; ages 7-9)

Parent component (average of 17 home visits)

- **Strategies for managing problem behaviours**
- **Strategies for conflict resolution**
- **Strategies for crisis management**
- **Discussion, behaviour modeling, behaviour shaping**

Child component

(19 workshops with prosocial peers)

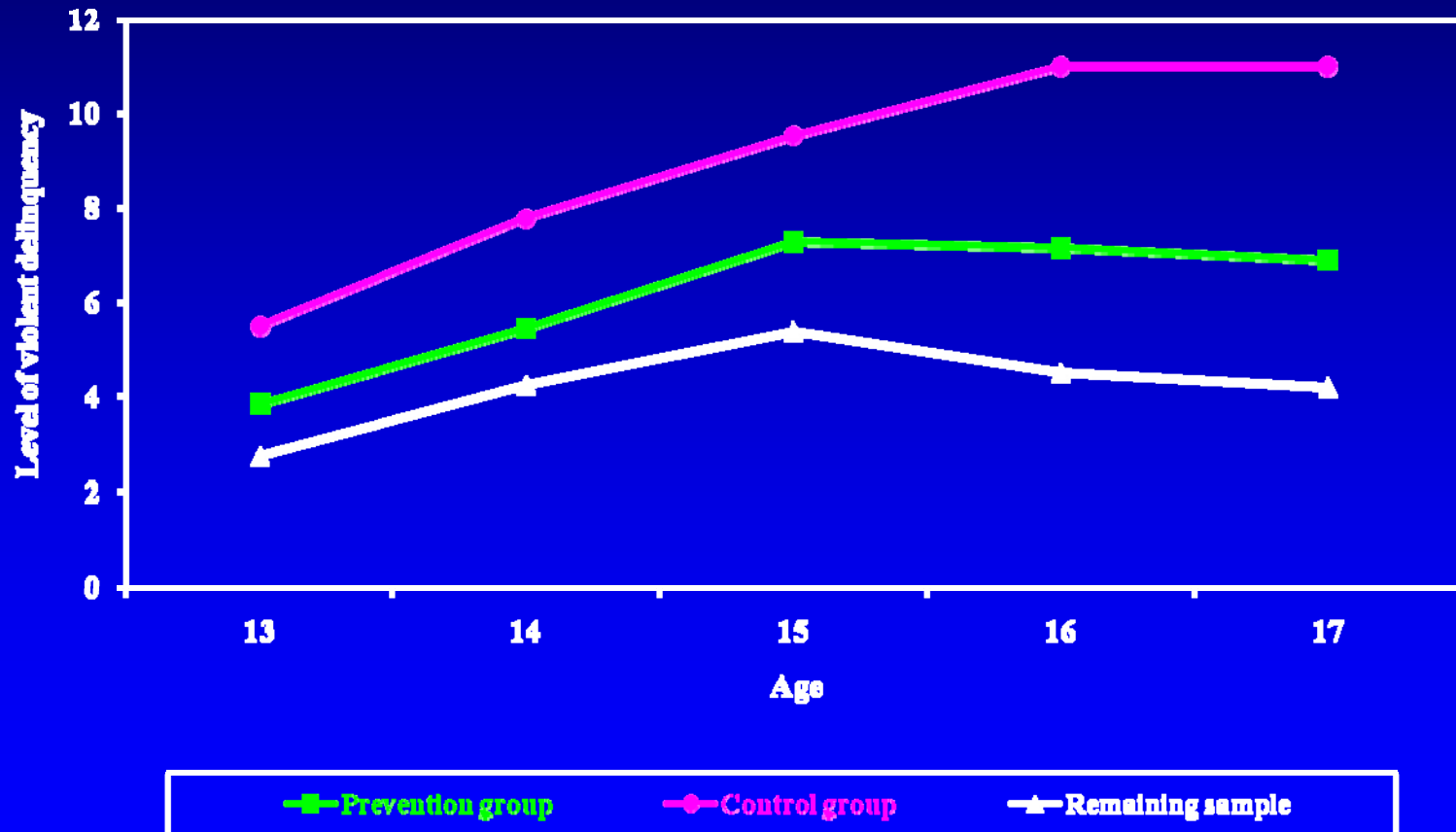
- **Social skills (Grade 1)**
- **Problem-solving skills (Grade 2)**
- **Modeling, guided practice, positive reinforcement**

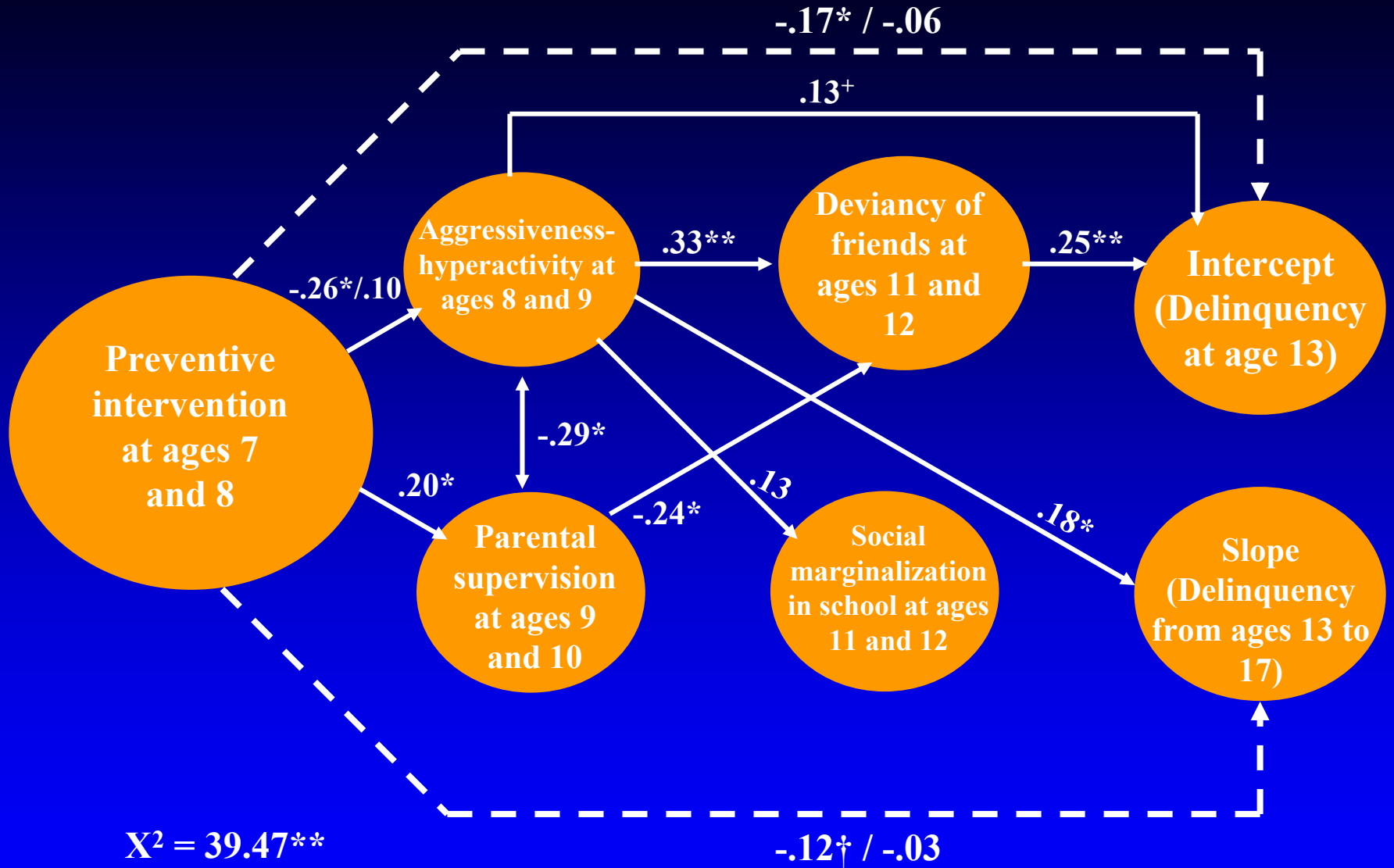
Teacher component

(2-3 meetings per year)

- **Strategies for managing problem behaviours**
- **Monitoring progress of target children**
- **Discussion, supervision**

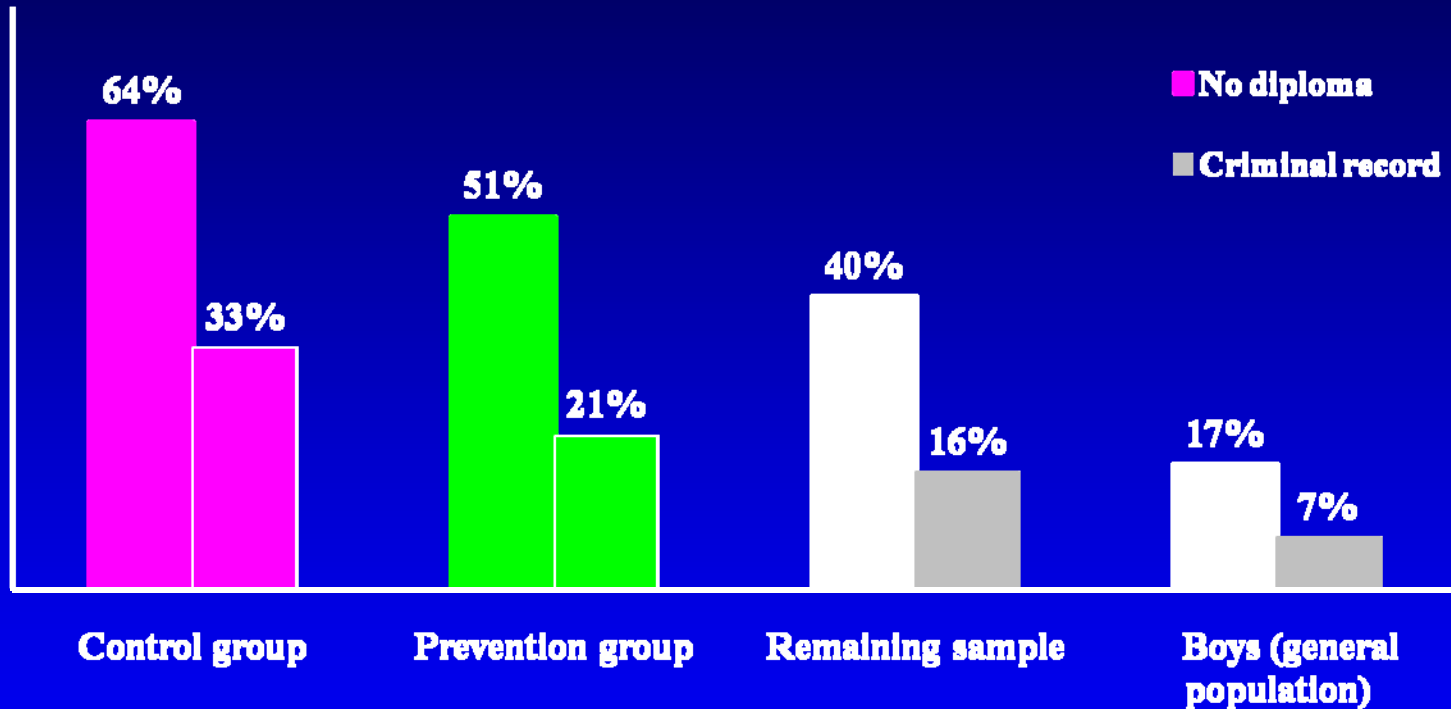
Trajectories of violence for boys in diverse groups





* $p < .05$; ** $p < .01$

% having no high school diploma or having a criminal record at age 23



Note 1 Prevention vs. Control group: OR = 1.8* for No diploma and .55* for Criminal record

Note 2 Prevention group vs. Remaining sample: OR = .75, NS for No diploma and 1.2 NS for Criminal record

Statements

- **Financially viable program**

Cost per 1 at risk child	≈	\$10,000
Cost per 100 at risk children	≈	\$1,000,000
Cost per 1 dropout/offender	>	\$1,000,000

- **But limited efficacy**

Actions - 1

Wide scale strategy for at risk kindergarten children

- **Development of Fluppy program for at risk kindergarten children (in cooperation with the Centre de Psychoéducation du Québec)**
- **Fluppy program has three components spread over a one-year period:**
 - **15 classroom workshops for children (i.e. universal component)**
 - **7 home visits for parents (i.e. family component)**
 - **2-3 meetings with teachers for classroom re-implementation (i.e. re-implementation component)**
- **Establishment of Fluppy program in all regions of Québec; training of hundreds of participants since 1995**

Results of survey among 924 respondents **who received training**

- **75% of participants conduct at least 10 of the 15 classroom workshops**
- **85% participants carry out classroom re-implementation**
- **33% of target children who receive the universal component also receive the family component**
- **Among participants who apply the family component, nearly 50% do so only partially or with significant modifications.**

Actions - 2

Plan for testing the « traditionnal » and the « improved » Fluppy program at the Laval School Board

Total $N = 375$ at risk kindergarten children (1/3 girls)

1 Component

a- Social skills



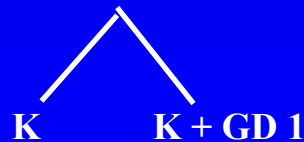
3 Components (a)

a- Social skills
b- Teacher component
c- Parent component



5 Components

a- Social skills
b- Teacher component
c- Parent component
d- Peer component
e- Academic component



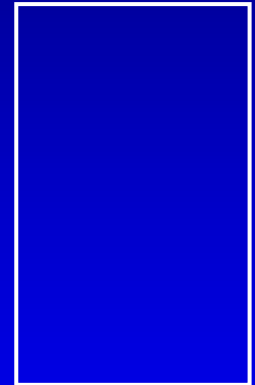
3 Components (b)

a- Social skills

d- Peer component
e- Academic component



0 Components



Conclusion

- **Potential and willingness for helping at risk kindergarten children (High participation rate)**
- **Difficulty for wide-scale implementation**
- **Need for improving best practices for at risk kindergarten children—more, better, longer, sooner**
- **Targetted prevention is a cost-effective alternative despite costs**
- **Evaluation, evaluation, and more evaluation**