

Evaluating Early Intervention Strategies

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Early Preventative Intervention Strategies

WHY PARENTING?

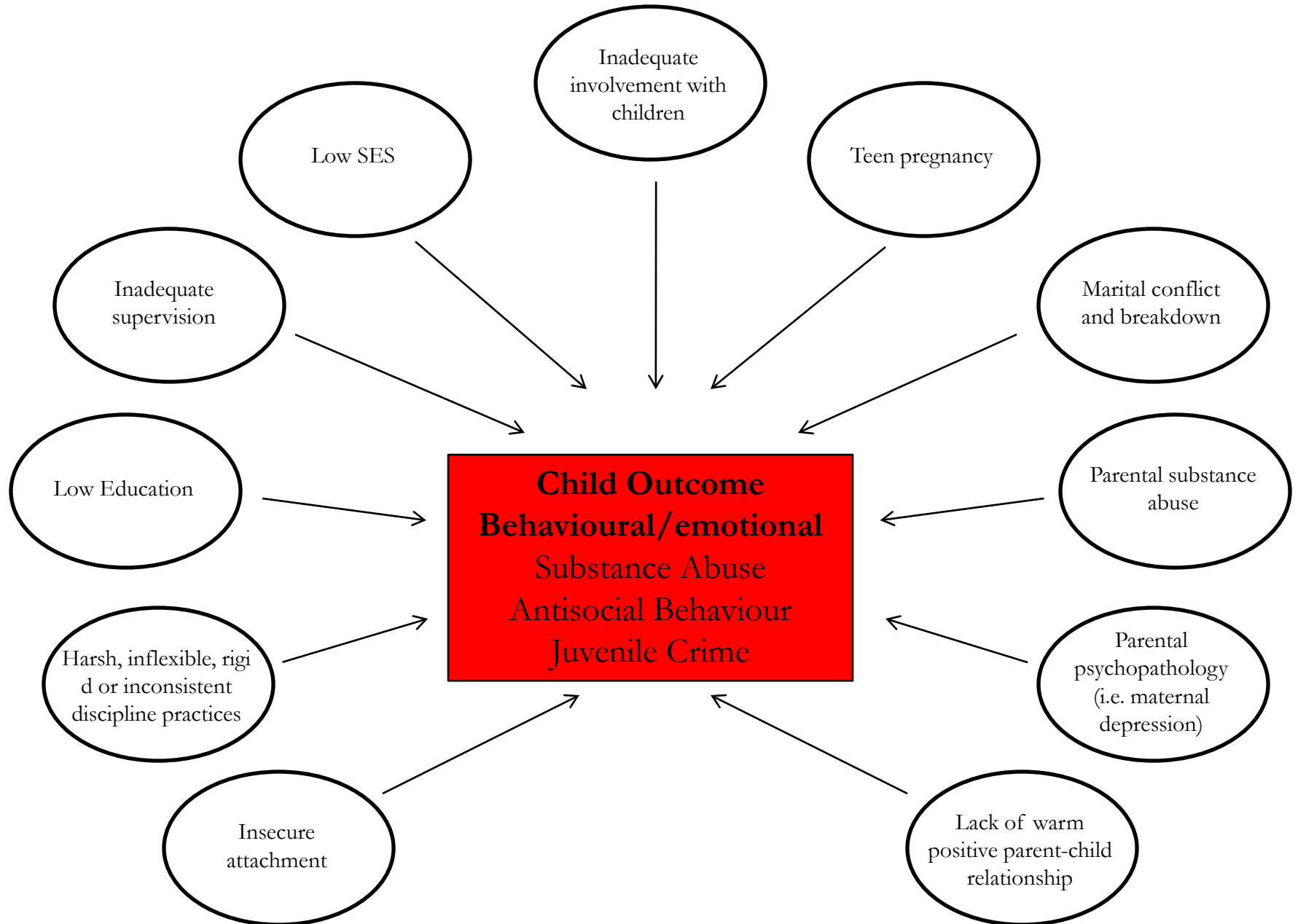
Consistent relationship between early parental care & child intellectual, emotional & behavioural outcomes (Bornstein, 1995)

Problematic parenting are major predictors of conduct problems and antisocial behaviour in children/adolescents (Capaldi et al., 1997; Loeber & Stouthamer-Loeber, 1986)

These behavioural problems predict both problems in school and serious health and behavioural problems in adolescence (drug abuse, depression, delinquency, and school dropout) (Cambell, 1991; Cambell et al., 1986; Wadsworth, 1976; White et al, 1990)

These strategies are aimed at improving parental and child competencies early in the life of a child as a means of promoting child health, development, and behaviour

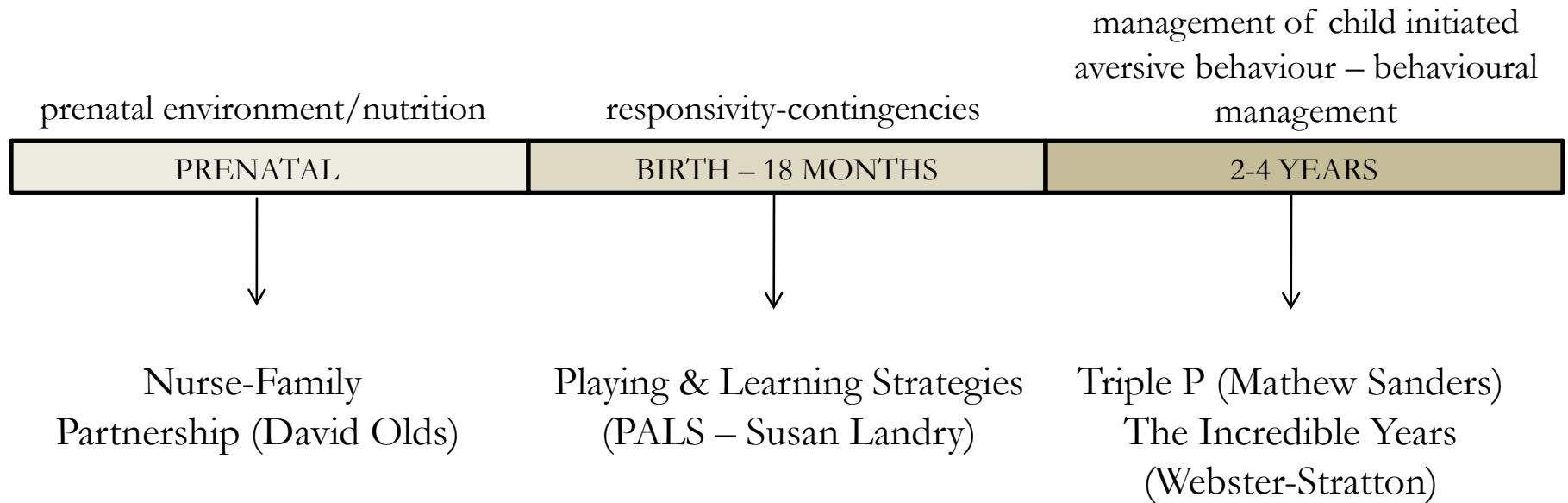
Family Risk Factors and Child Development



Challenges We Face

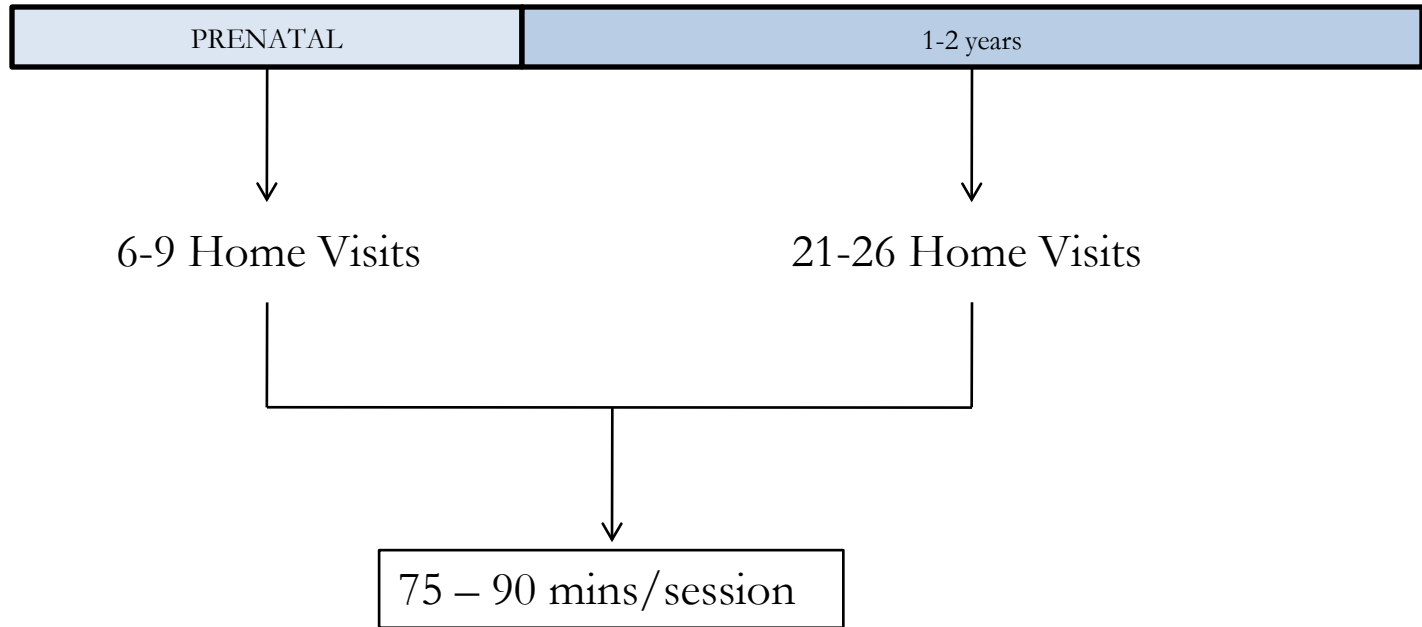
- 1 – Choosing the appropriate aspects of parenting/environment to attempt to improve
- 2 – Establishing critical periods for these interventions
- 3 – Understanding any barriers to, or facilitators of behavioural change
- 4 – Communities across Ontario & Canada are very diverse in socio-cultural, economic and family composition - universal programs are often based on a Eurocentric parenting framework & may be less effective in such diverse communities - how do we address this within a policy/research/practice framework
- 5 – Designing / implementing interventions that dependently and consistently engage parents and bring about lasting changes in a cost effective manner

Intervention Strategies by Developmental Age of Children



Nurse-Family Partnership (NFP)

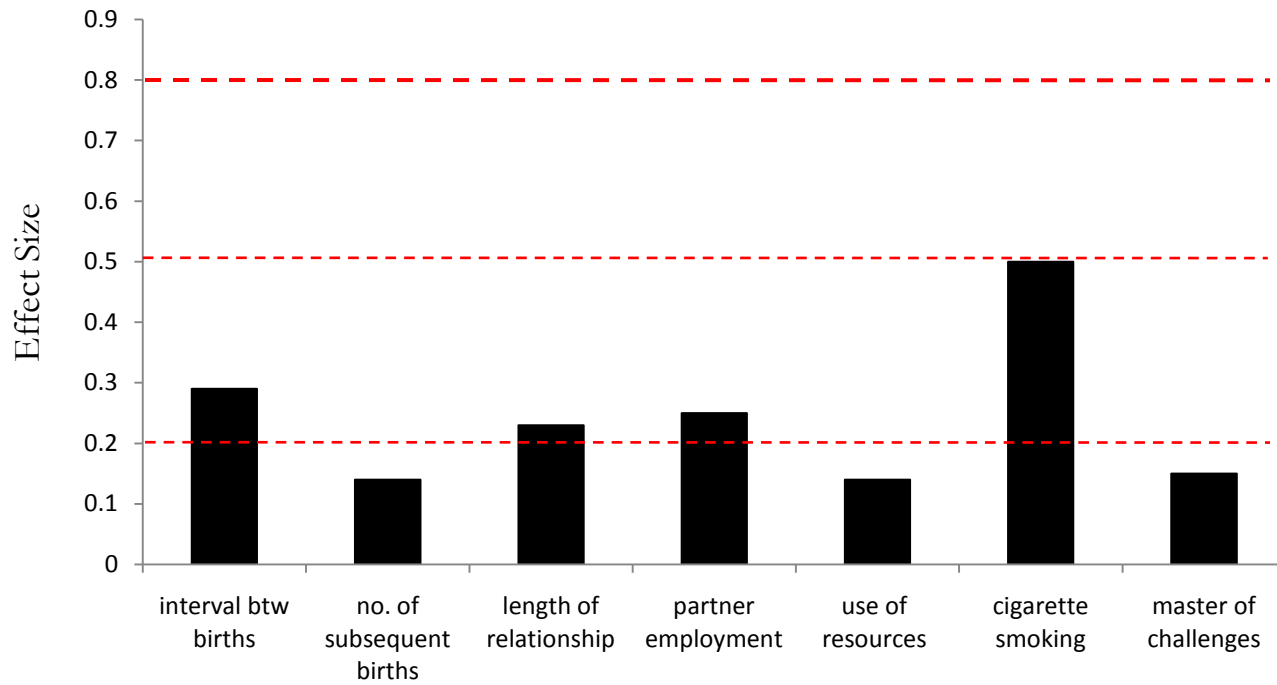
Program Design



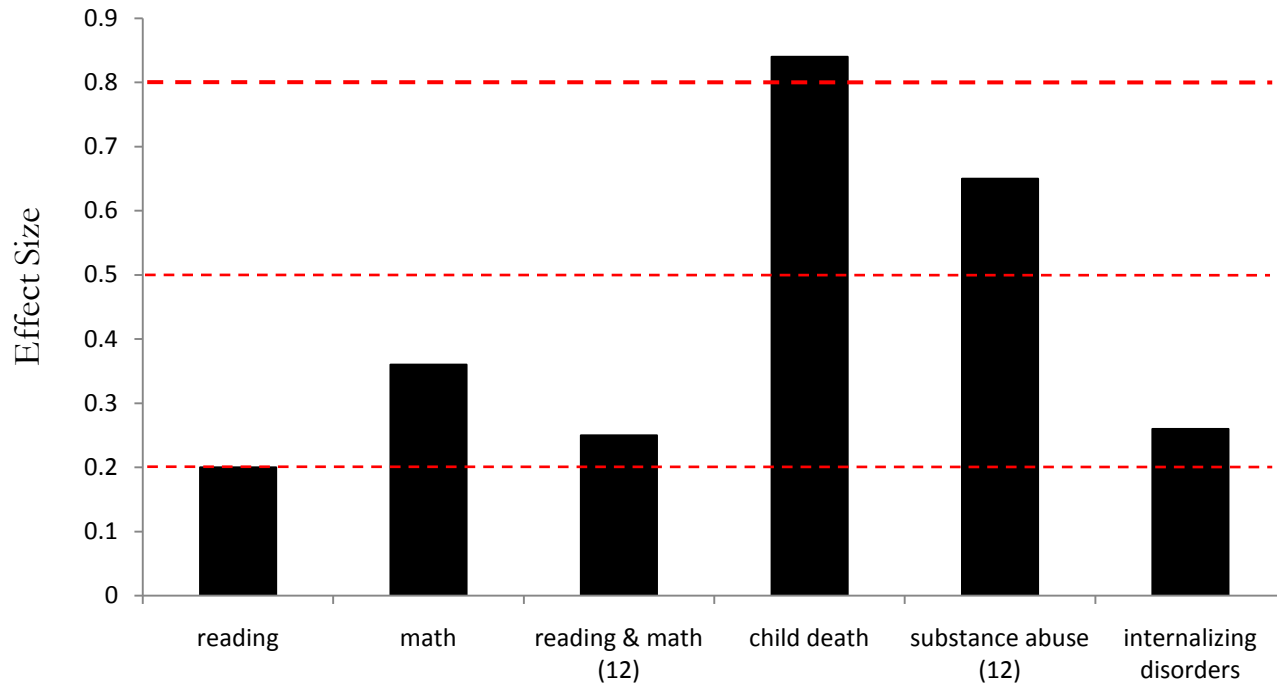
Goals:

- (1) improve the outcomes of pregnancy by promoting women's healthy prenatal behaviours
- (2) improve the health and development of the child by promoting parents' competent care of their children
- (3) enhance parents life-course development by encouraging parents to plan subsequent pregnancies, complete their education, and find work

Maternal Outcomes



Child Outcomes



NFP in Canada

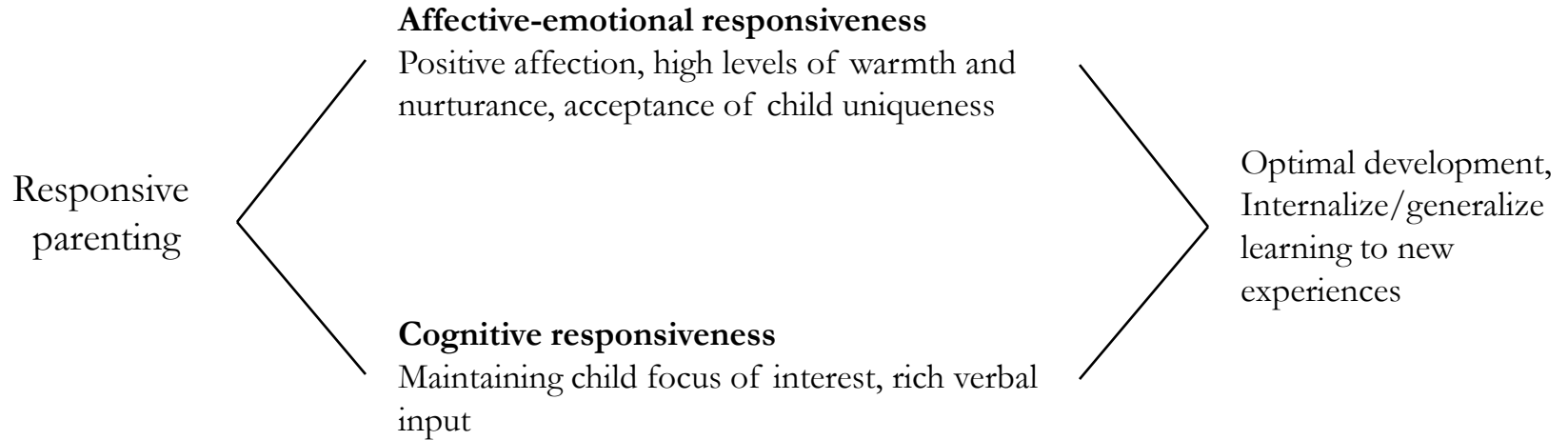
From 2008-2012, in a collaboration between McMaster University and the City of Hamilton Public Health Service, a pilot study to determine the feasibility and acceptability of delivering the NFP program to Canadian families was completed.

Hamilton Community Foundation implements the NFP – 1/9 pregnancy are between ages of 15-19 (higher than the Canadian average)

January 2012 – BC launched the NFP to high risk families

Susan Landry: Responsive Parenting Intervention

Program Design



Critical Developmental Periods for Influence of Parenting Style

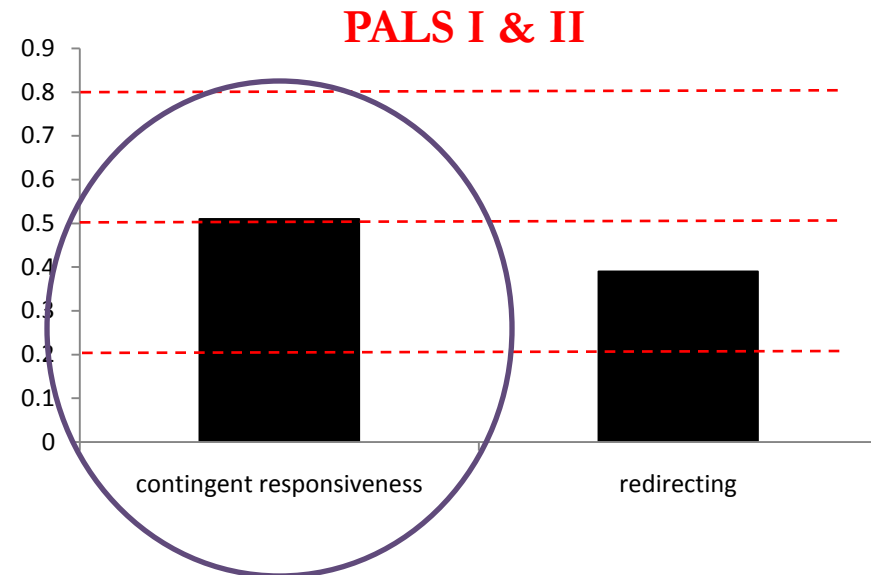
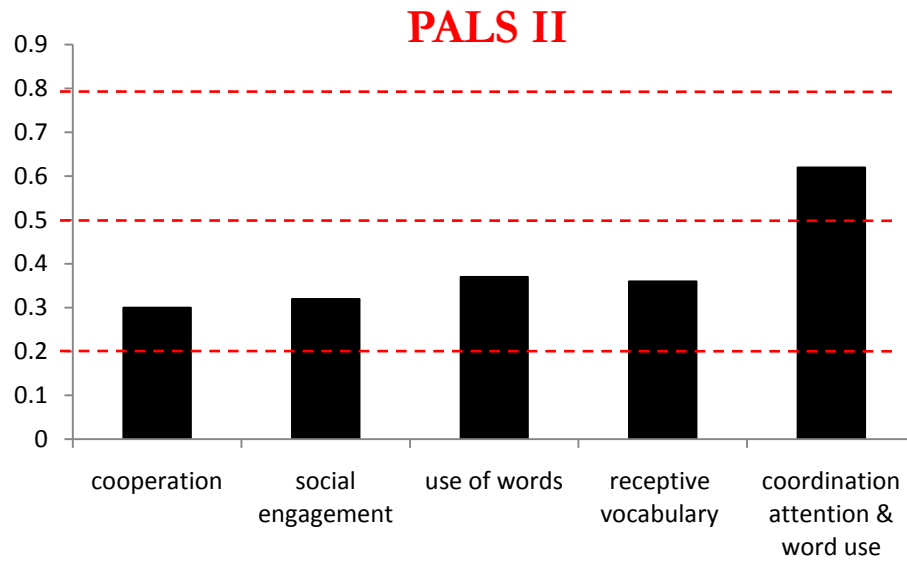
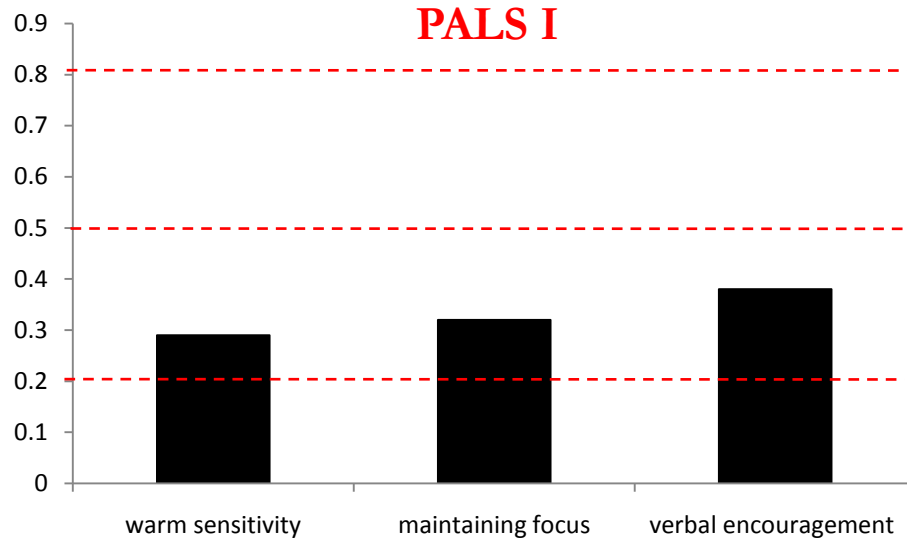
Infancy

PALS I

Early
Childhood
PALS II

10-session curriculum that targets responsive parenting style
Use of educational videotapes, target behaviours and critiquing the videos

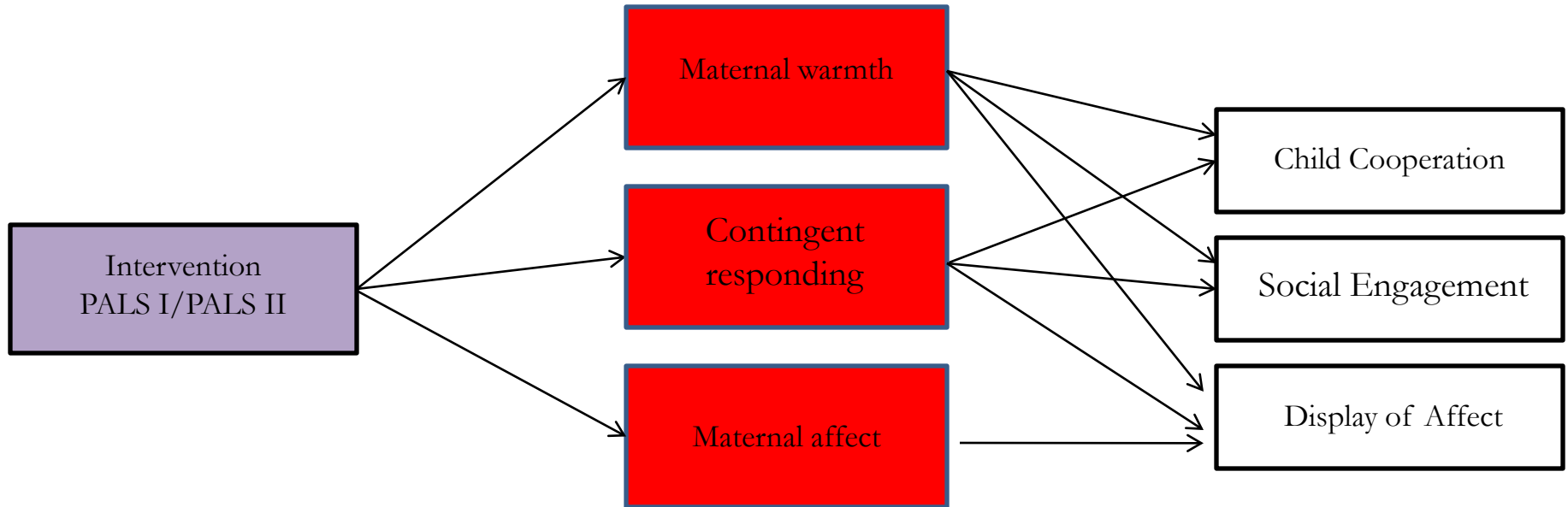
Playing and Learning Strategies (PALS)



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Mediation Models

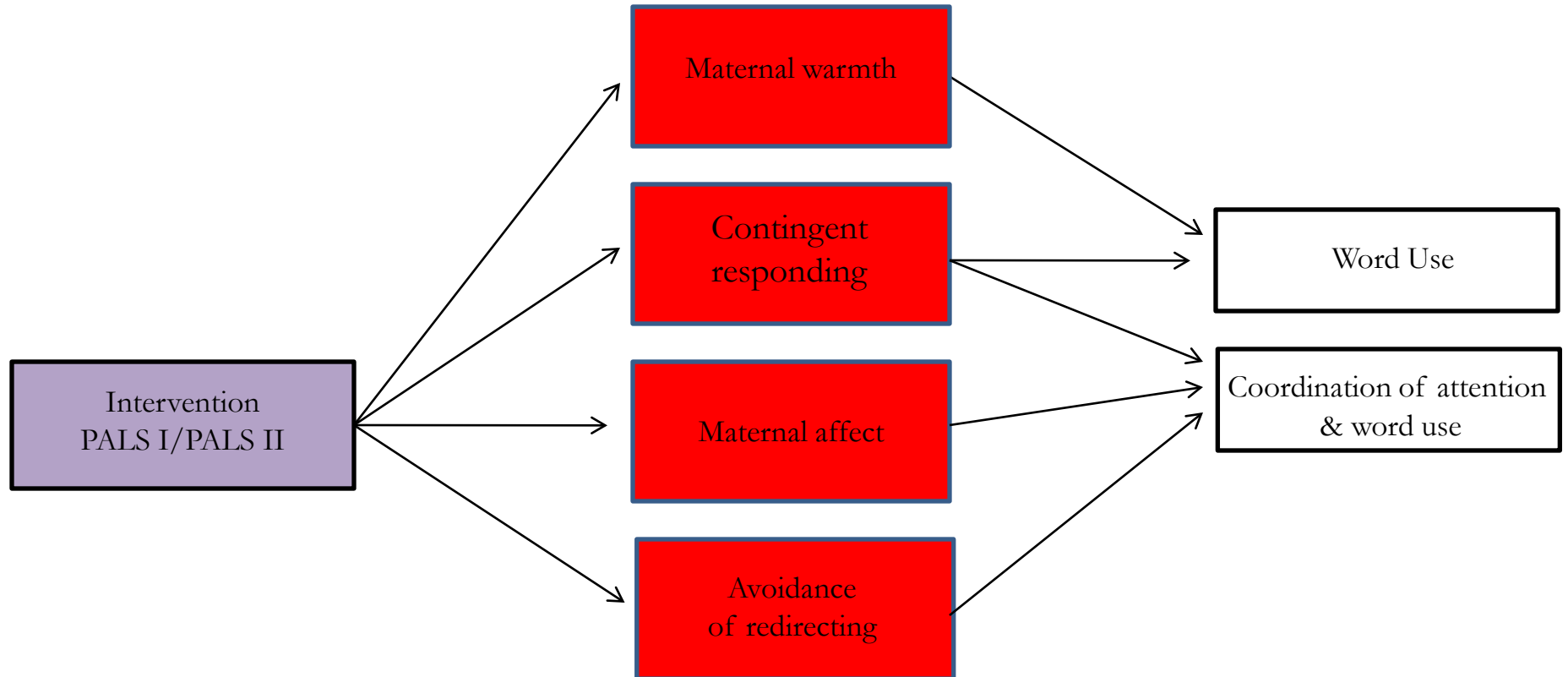
Social Skills With Mother



Susan Landry: Responsive Parenting Intervention

Mediation Models

Communication Skills With Mother



Triple P – Positive Parenting Program

Program Content

Triple P: Family based parenting skills program

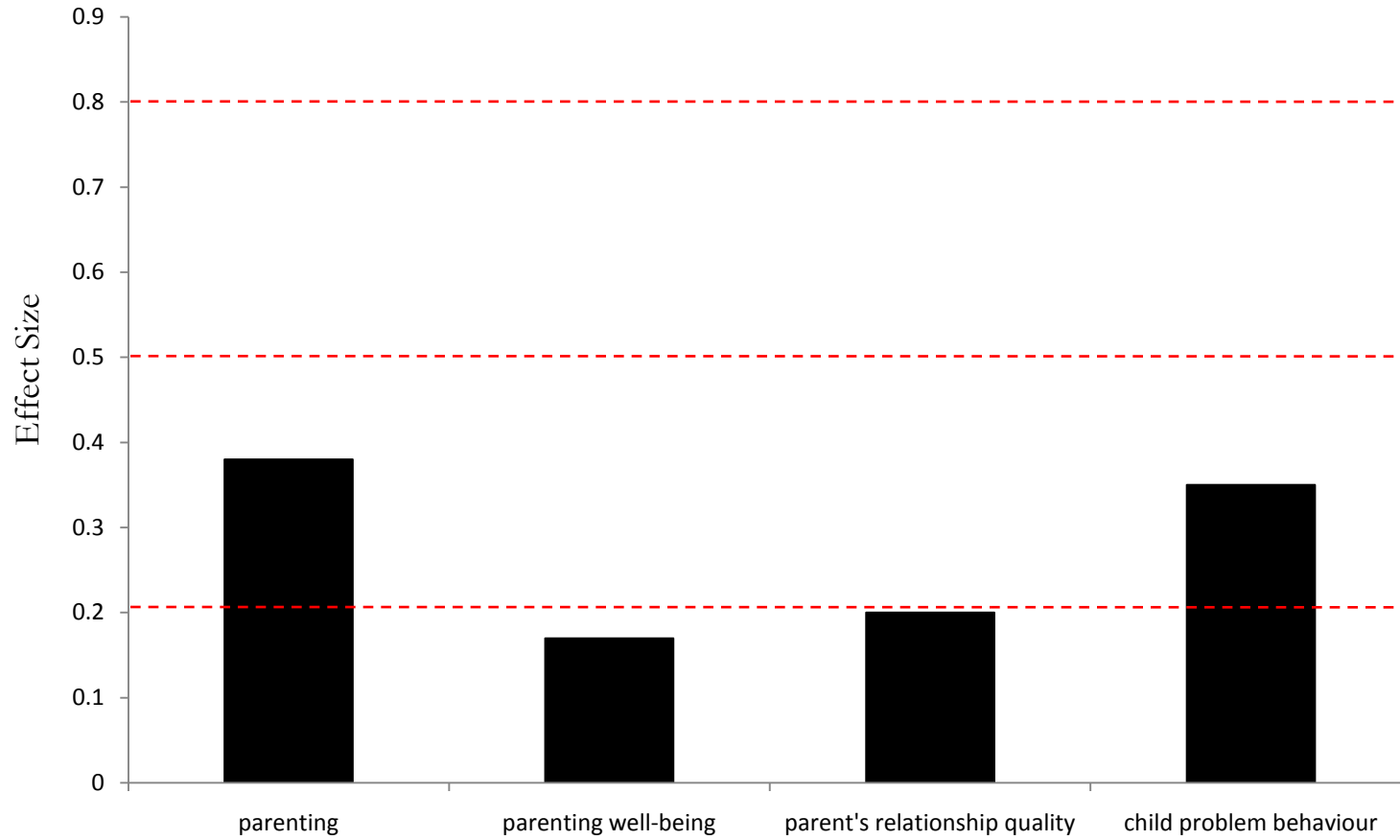
Aimed at modifying family environment

Program is based on 5 core positive parenting principles

- 1) Ensuring a safe and engaging environment.
- 2) Creating a positive work environment.
- 3) Using assertive discipline.
- 4) Having realistic expectations.
- 5) Taking care of oneself as a parent.

5 intervention levels on a tiered continuum of increasing strength for parents of children from **birth to 12 (preadolescent)**

Triple P



Triple P Ontario



for every parent

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David never had to worry about bullies until his son had to...

“ This was a frightening and challenging time for my son. With help from Triple P we learned to take the positive approach to “*beating the bully*”.”

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Community schools, recreation centres, family service agencies

The Incredible Years – Webster-Stratton

Program Content

A series of programs focused on strengthening parenting skills (monitoring, positive discipline, confidence) and promoting parents' involvement in children's school experiences in order to promote children's academic, social /emotional competencies and reduce conduct problems.

The programs are grouped by age.

Babies & Toddlers (0-3 years)

BASIC Early Childhood (3-6 years)

BASIC School-Age (6-12 years)

ADVANCED (6-12 years)

Excellent transportability – has been demonstrated effective in many countries (both developed and developing) as well as many ethnic backgrounds and family compositions

The Incredible Years – Webster-Stratton

Program Design - Example

Preschool/Early Childhood BASIC Series

Ages 3-6 Years

Consists of Programs 1 - 4 and focuses on strengthening parenting skills and consists of components which build upon one another.

The series includes:

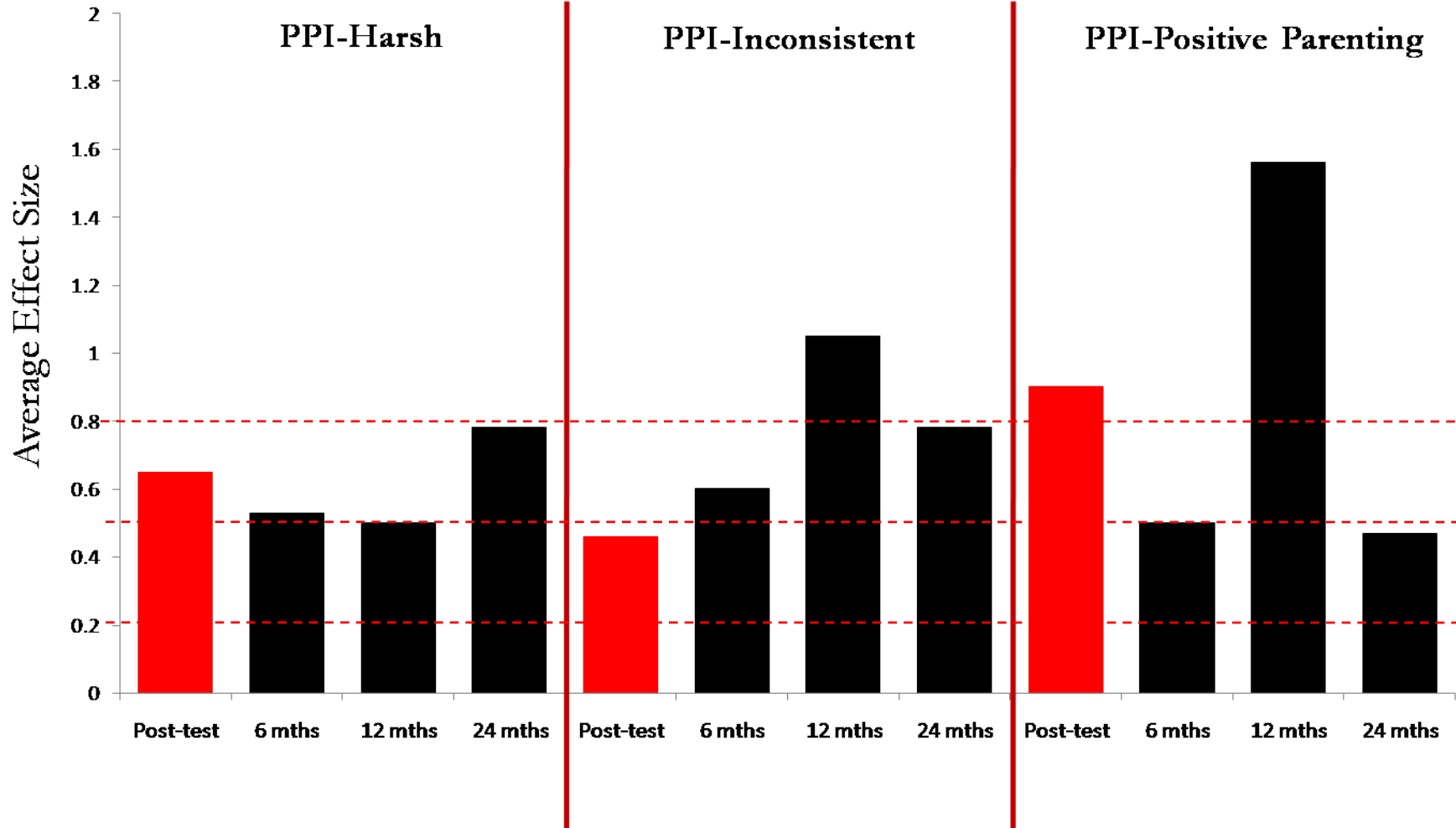
Program 1 - Strengthening Children's Social Skills, Emotional Regulation and School Readiness Skills

Program 2 - Using Praise and Incentives to Encourage Cooperative Behavior

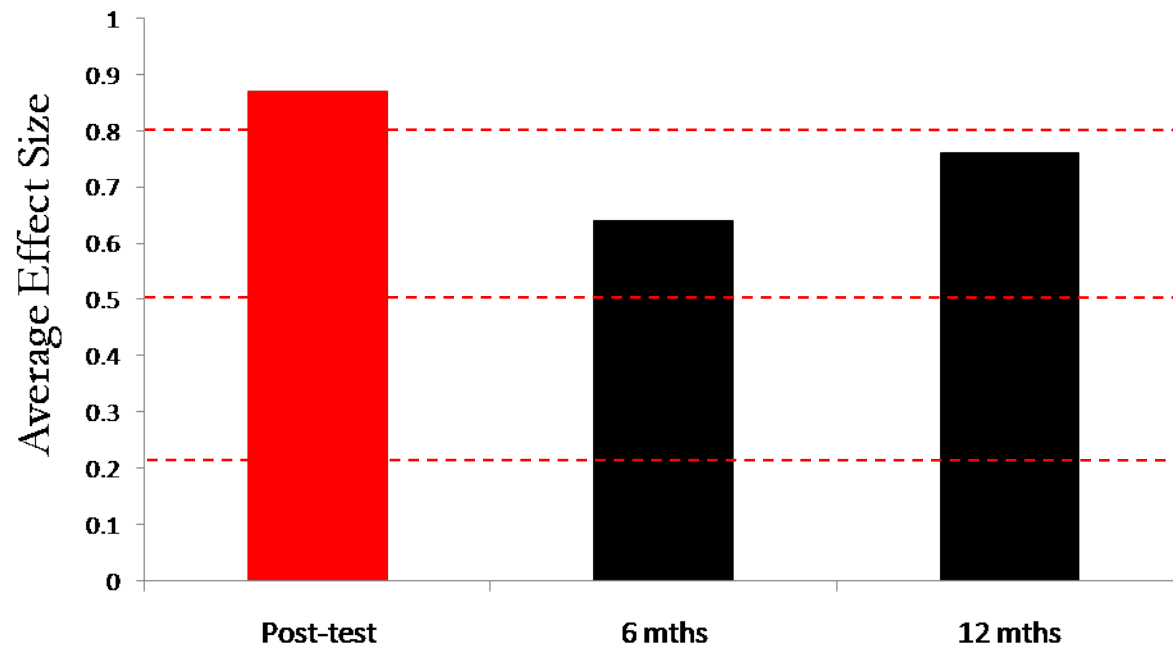
Program 3 - Positive Discipline - Rules, Routines and Effective Limit Setting

Program 4 - Positive Discipline - Handling Misbehaviour

Parenting Practices Interview (PPI)

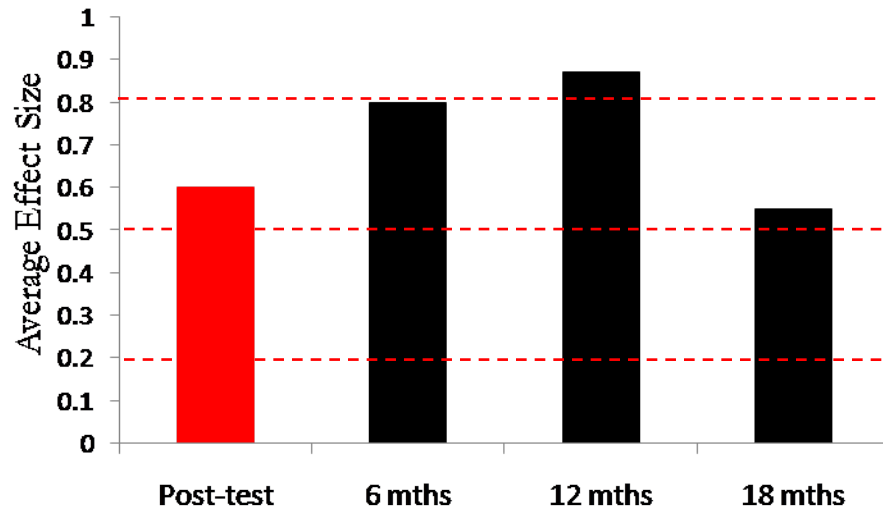


Parent Stress Index (PSI)

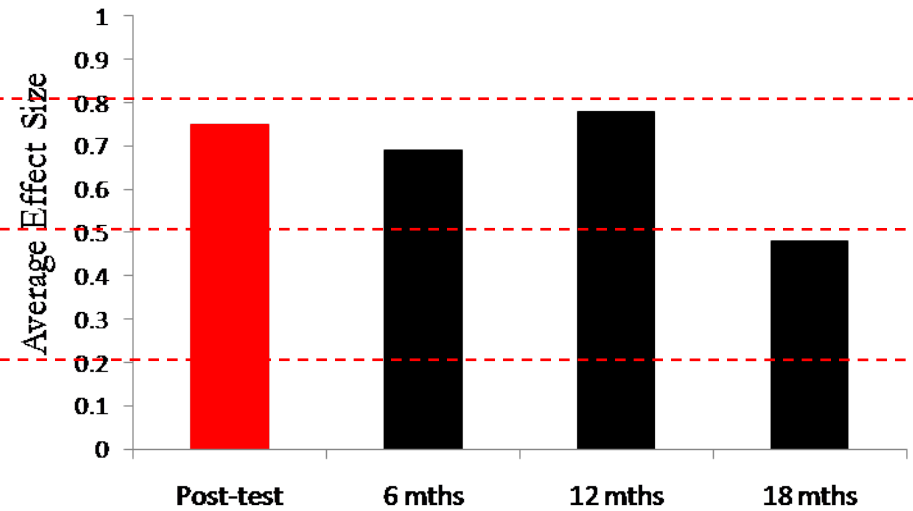


Eyberg Child Behaviour Inventory (ECBI)

ECBI-Intensity Scale

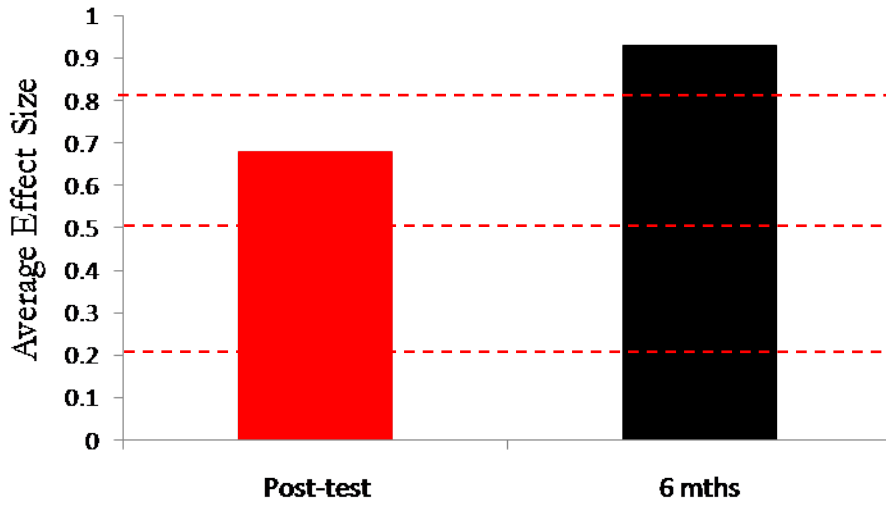


ECBI-Problem Scale

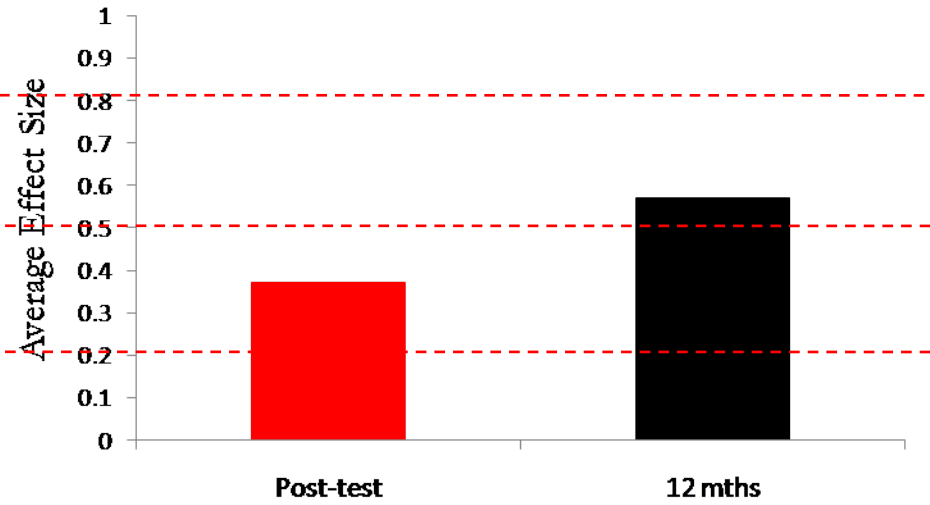


CBCL

CBCL-Externalizing



CBCL-Internalizing

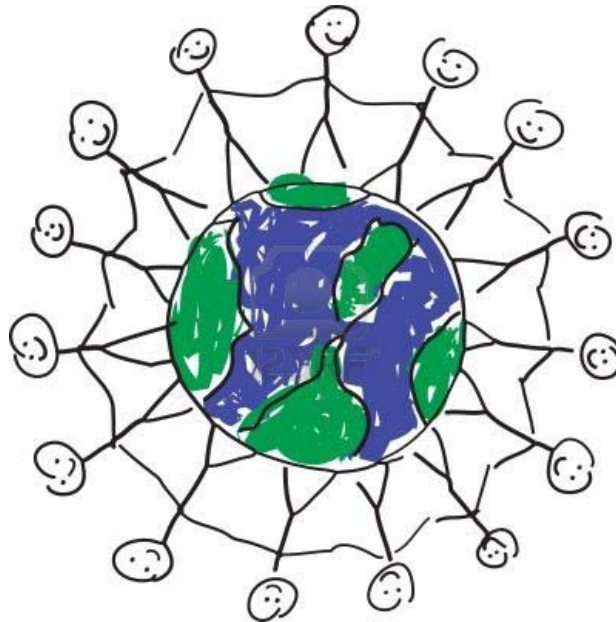


Incredible Years





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