

# Ces années incroyables Incredible Years in Montréal





CANADA

Province  
de Québec

ÉTATS-UNIS

MEXIQUE

« CES ANNÉES INCROYABLES »

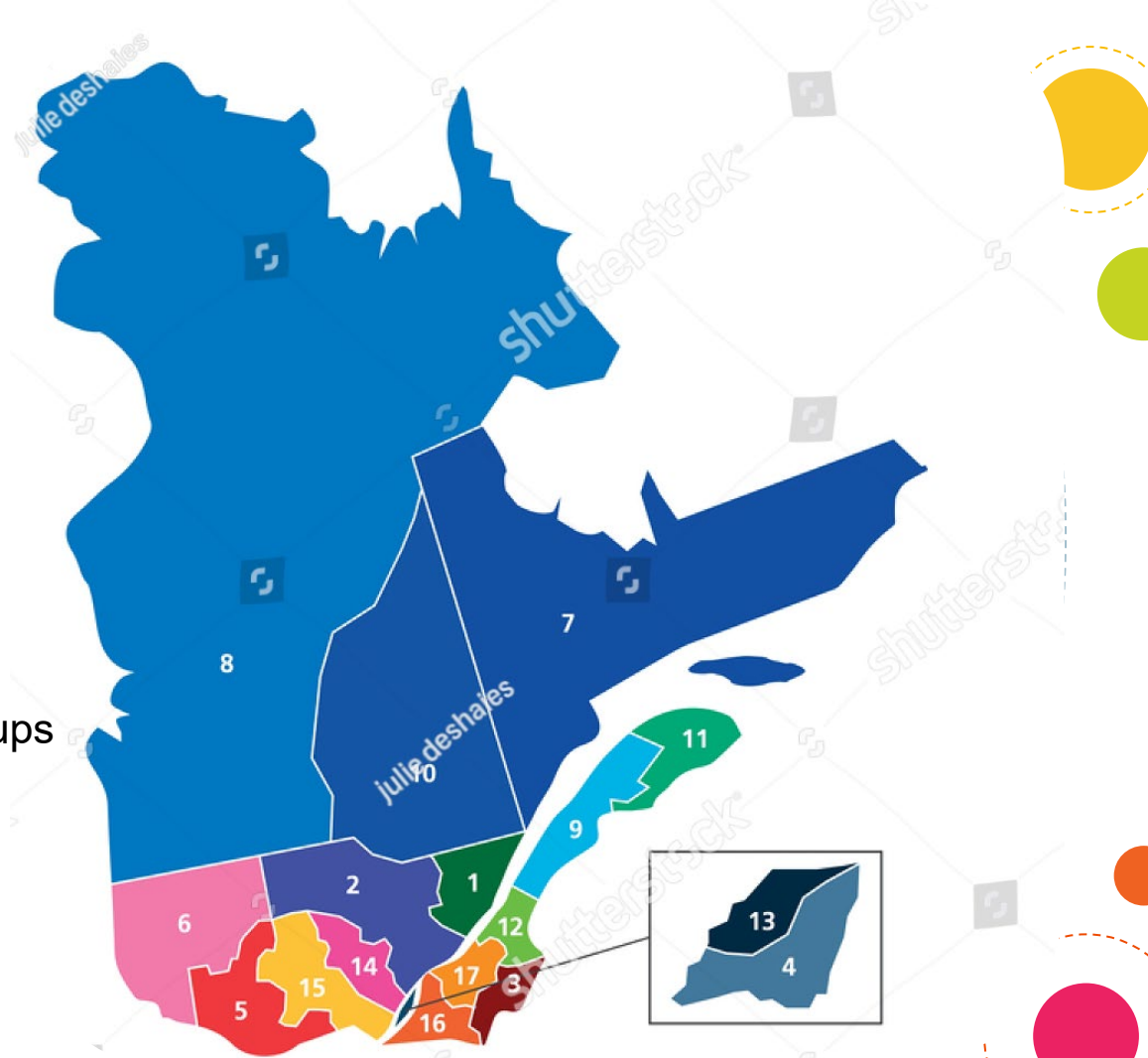
Population: **8 574 571**

13 + 4 + 16 : **4 110 871**

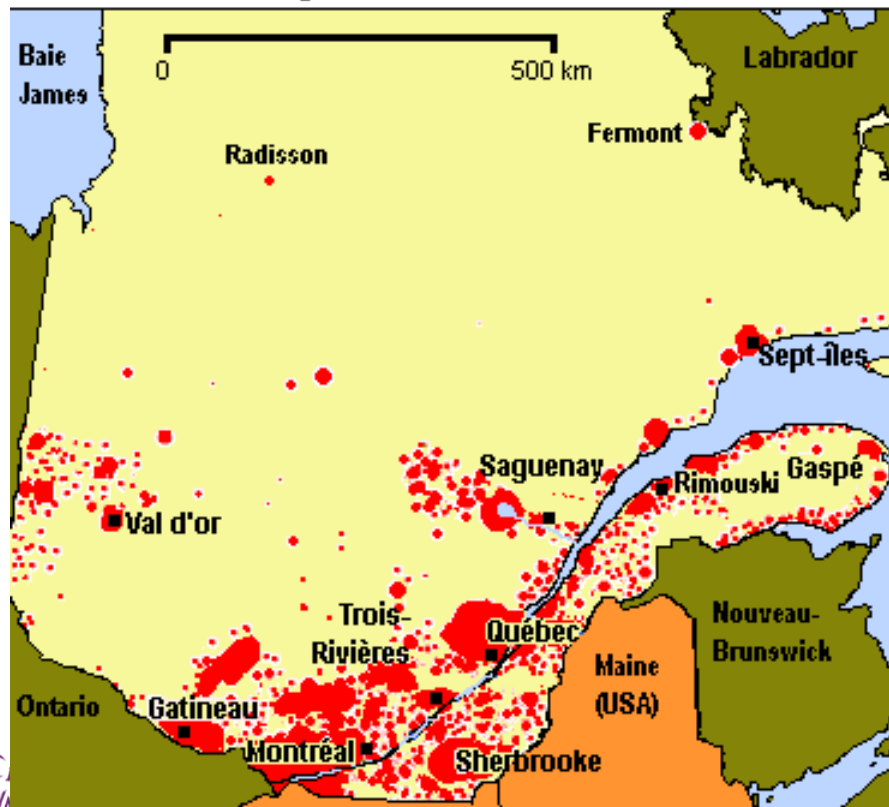
Half of the population live

- far from services
- in a low density territory

→ Barriers to participation in groups



## Concentration de la population québécoise



40 ANNEES INCROYABLES ))



## Incredible Years in Québec

- 3 child protection agencies
- 2 local prevention centers for families and children
  - ✓ Parents who ask for first services
- 2 school boards
  - ✓ As a K-4 complement
- Research
  - ✓ Apprendre Ensemble (I-CARE)
  - ✓ School readiness





## DAYCARES

Centre for toddlers and preschoolers open during daytime working hours, generally with separate groups by age, taught by qualified early childhood educators.

75% of children under 6 years old attend a daycare (2021).

Offering prevention services through daycares is thought to improve parental engagement and children development.

Especially in low SES territories.





Étude longitudinale sur les apprentissages de l'enfance

## Goal of the project

Test the effectiveness of two unimodal interventions and a bimodal intervention (collaboration with daycares) for the reduction of disruptive behavior problems in children of low-income families.

(2019-2023)





## CLIENTELE

◎ Parents of

◎ 2- or 3-year-old children who attend daycares

◎ low SES territories







# IY offering





# ORIGINALITY

© Basic Preschool Parenting Program with toddlers

© Online



# PRESCHOOL PARENTING PROGRAM (BASIC)

## ➤ Adaptation for toddlers

- ✓ Selected vignettes (± 80 vignettes)
- ✓ More about coaching
- ✓ Many role plays, developmentally adapted
- ✓ Nothing about timeout





# PRESCHOOL PARENTING PROGRAM (BASIC)

- Online meetings
  - ✓ 14 weeks
  - ✓ 1:45 hours meetings
  - ✓ Target 6 parents/gr
  - ✓ Adaptation of the materials
  - ✓ Pre-group meeting



# GROUP CONSTITUTION

- ✓ Between **x and y** parents/gr
- ✓ Sometimes from a single daycare
  - Advantages : social support within the daycare ; creating a supportive climate in daycares ; relation with the coleader ; support of the coleader over the week
  - Disadvantages : less privacy and confidentiality;
- ✓ Sometimes from different daycares
  - Advantages : easier for schedule; do not require several parents from the village; some parents feel more comfortable not knowing other parents/coleader; recruitment.
  - Disadvantages :





## LEADERS

- **3-days workshop**
- **One leader from the research team**
  - ✓ Content expert
  - ✓ Weekly group coaching
  - ✓ Previous experience with IY
  - ✓ Responsible for 2 groups each week
- **One leader from the daycare**
  - ✓ Parent/child expert
  - ✓ No previous experience with IY
  - ✓ Involve in only one group





## MATERIALS

- Sent to parents
  - ✓ Toys box
    - Playdough, rubber animals, cars, blocks
  - ✓ Handouts for each week
  - ✓ Rewards
  - ✓ Procedurals: zoom, weekly satisfaction/goals,
- Excel files\_essential (next)



# Règles de fonctionnement du groupe

1

2

3

4

5

6

7

8

9



Enregistrement automatique CAI 2022... Dernière modification : 2022-12-03 Rechercher Marie Josée Letar

Fichier **Accueil** Insertion Mise en page Formules Données Révision Affichage Automate Aide Antidote

Coller Presse-papiers Police Alignement Nombre Styles Cellules Édition Analyse de données

Calibri 18 Standard Mise en forme conditionnelle Mettre sous forme de tableau Styles de cellules Insérer Supprimer Format Trier et filtrer Rechercher et sélectionner

D3 aller se coucher avec la

Buts des parents qui participent à CAI			
Parent	Prénom enfant	But en participant à CAI	Révision du but <small>Date:</small>
Nathalie	Manon	être prête à l'heure le matin	aller se coucher avec la



# Thème #6: Routines et règles de la maison

Bénéfices aux routines

Barrières aux routines

Principes pour faciliter les moments de routine

Trucs spécifiques à la séparation

## STUDY DESIGN

- 2x2 factorial cluster RCT
- 80 daycares in low-income neighbourhoods randomly assigned to one of the following interventions:
  - ✓ daycare-based social skills training (SST) for educators to use in class
  - ✓ IY
  - ✓ SST plus IY
  - ✓ Control group (daycare service as usual)

Intent-to-treat children



## STUDY DESIGN

- 80 daycares :
  - ✓ IY (39 groups of parents)
  - ✓ 34 daycares
  - ✓ 408 children

# TIMELINE\_TYPICAL YEAR

