

A spin-off of the MLES and an effectiveness trial

Frank Vitaro, University of Montreal

François Poulin, University of Quebec at Montreal

France Capuano, University of Quebec at Montreal

**Paper presented at the Stockholm Criminology Symposium
Stockholm, June 2017**

Large scale dissemination of MLES **(1990-1995)**

- **Publication of MLE-program mid-term results**
- **Requests from schools for version of MLE-program for disruptive kindergarteners, including girls**

“Fluppy” 3-Component Program **(Tremblay, Capuano, & CPEQ)**

- **Universal component:** a) 15 social- and socio-emotional skills sessions in the classroom (lead by the teacher; muppet)
b) recall and reinforcement of learned behaviors in daily activities
- **Targeted component:** 20 meetings with parents for evaluation and training (parenting skills, bonding, social support) (lead by social workers)
- **Targeted component:** 5 meetings with the teacher (class management)

Screening Procedure

Large scale Implementation of Fluppy (1995-2005)

- > 2000 teachers and social workers received training
- > 200,000 children participated

BUT

- < 50% of social skills training sessions implemented at school
- < 10 home meetings with parents

Timeline for Effectiveness Trial (and Innovation)

Capuano, Poulin, & Vitaro

(2005---

- **Effectiveness trial of the 3 basic components of Fluppy, as applied by teachers and social workers**
- **Addition of two new components:**
 - a) Academic tutoring (pre-literacy skills, number knowledge; teacher)**
 - b) Peer component: 10 supervised social skills training with a prosocial peer (research assistant)**
- **Extension to Grade 1**

Participants

- **320 disruptive kindergarten children (70% boys),
> 65th percentile as rated by teacher and parents
= top 15%**
- **From 250 kindergarten classrooms**

Experimental Design

Kindergarten

1 Component Condition:
Universal
(i.e., Classroom Social skills training)

3 Component Condition:
Universal +
2 Basic*
Targeted components

5 Component Condition:
Universal +
2 Basic +
2 New** Targeted components

Grade 1

—

2 Targeted* components

—

2 Targeted* components

—

3 Targeted** components

NOTE: - * Targeted Parent component + Classroom targeted component
- ** Targeted Pre-academic and Peer components

Assessment Tools

Domains

- Externalized, Internalized and Prosocial Behavior
- School performance
- Cognitive development
- Social interactions/Social status

Sources

- Child
- Peers
- Teachers
- Parents

Instrument

- Rating scales
- Interviews
- Observations
- Sociometrics
- Official records

For both Implementation and Outcome Data

Implementation Data (Kindergarten)

	# Sessions Prescribed	# Sessions Delivered
Social skills component (teacher)	15	8
Parent component (social worker)	20	5
Peer component (research assistant)	10	9
Academic component (teacher)	26	11

Implementation Data (Grade 1)

	# Sessions Prescribed	# Sessions Delivered
Peer component (research assistant)	8	6
Parent component (social worker)	8	4
Academic component (teacher)	20	9 (30%)

Short-term Outcomes End of Kindergarten

5 Component > 3 Component = 1 Component for Pre-reading Skills
(tests & teacher)

5 Component = 3 Component > 1 Component for Social Skills (Girls only)
(teacher & parents)

5 Component = 3 Component < 1 Component for Externalizing Problems
(Girls only) (teacher & parents)

Short-term Outcomes **End of Grade 1**

**5 Component > 3 Component = 1 Component for Academic performance
(Girls only) (teacher)**

**5 Component = 3 Component < 1 Component for Externalizing Problems
(Girls only) (teacher & parents)**

**Interaction with Duration: Two years > One year in 5 and 3 Component
(parents)**

Mid-term Outcomes **End of Grades 2 - 4**

5 Component = 3 Component = 1 Component for all outcomes (teacher & parents)

No interaction with Duration;

No interaction with Child- and Family-related Moderators

Long-term Outcomes End of High School

5 Component = 3 Component = 1 Component for all outcomes (self & parents)

No interaction with Duration

Conclusion: Dosage matters

	<u>MLES</u>	<u>Webster-Stratton Incredible Years</u>	<u>Fast Track</u>	<u>Fluppy (prescribed)</u>	<u>Fluppy (delivered)</u>
<u>Parent component</u>	17/2 years (home visits)	14/year (parent group meetings)	22/year	20/year	9/2 years
<u>Social Skills Component</u>	19 (small group format with majority of prosocial peers)	30 (Dinausor school)	25 (Paths curriculum)	15 (Classroom based)	8

Important Mediators not Set into Motion

Fluppy: short term effect on academic perform.
no effect on non-cognitive skills (boys)
no effect on parent involvement,
no effect on child social status

MLE-P: improved non-cognitive skills,
improved parent supervision,
affiliation with less deviant friends,
fewer placements in special classrooms

Conclusions

1- Dosage matters: if insufficient, no effects (boys) or nondurable effects (girls)

2- Boosters?

3- Social Mediators involving Non-Cognitive Skills, Parents and Peers need to be set into motion

4- Short-term effects on Pre-Academic Skills or Academic Achievement not sufficient

5- Follow-ups and effectiveness trials important

Thank you

Financial support

***Social Sciences and Humanities Research
Council of Canada***

and

***Fonds de recherche du Québec pour la société
et la culture***

Reference

Poulin, F., Capuano, F., Vitaro, F., Verlaan, P., Brodeur, M., & Giroux, J. (2014). Large-scale dissemination of an evidence-based prevention program for at-risk kindergarteners: Lessons learned from an effectiveness trial of the Fluppy Program. In M. Boivin et K. Bierman (Eds.), *Promoting school readiness and early learning: Implications of developmental research for practice* (pp. 304-328, ch. 13). New York, NY: Guilford Press.