

Incredible Years and School Service on Vulnerable Profiles

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School readiness

- children's behavioural, cognitive and social development

(Parker et al., 1999)

Low school readiness:

- poor self-regulation
- > socioemotional problems
- > low achievement at school

Sabol & Pianta (2012)

Parent engagement:

- play -> children's independence and creativity
- parental aggravation and strictness -> children's distractibility and hostility

Parker et al. (1999)



Incredible Years

Immediate Benefits

- Reduced disruptive behaviours
- More prosocial behaviours

Menting, de Castro & Matthys (2013)

Long-term Benefits

- Reduced conduct problems (sustained for 2.5 years)

Overbeek et al. (2021)



Processes of Persistence and Fadeout in Intervention

SKILL BUILDING

The earlier the intervention, the better the effects

SUSTAINING ENVIRONMENTS

Environments will sustain / fade out effects

FOOT-IN-THE-DOOR

Providing intervention in transitional periods

Bailey et al. (2017)



objectives

- | | |
|---|---|
| 1 | Examine whether Incredible Years effects sustain |
| 2 | Examine the effects of inside school emotional services |
| 3 | Examine interaction effect between Incredible Yeras and school services |



RESEARCH DESIGN

1

Pre-school

Screening of children with Lollipop, Évip, Celf, PSA

2

Pre-school

Parents whose children are <10 percentile on scales choose to participate in intervention programme or not

3

Pre-school

Intervention group parents participate in 14-week Incredible Years programme

4

Pre-school

Assessment of child at the last year of pre-school

5

Kindergarten

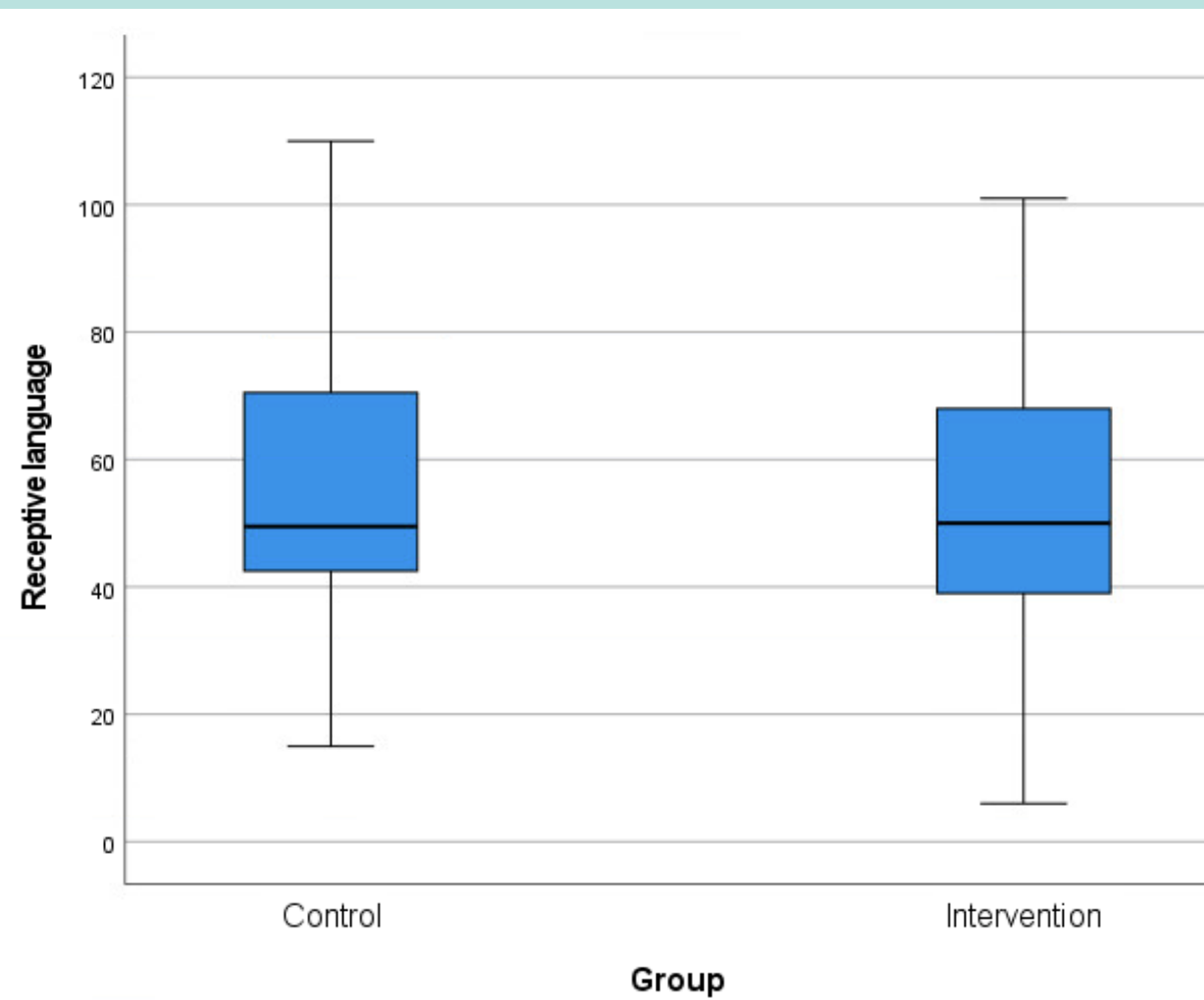
Assessment of child a year after the intervention programme

6

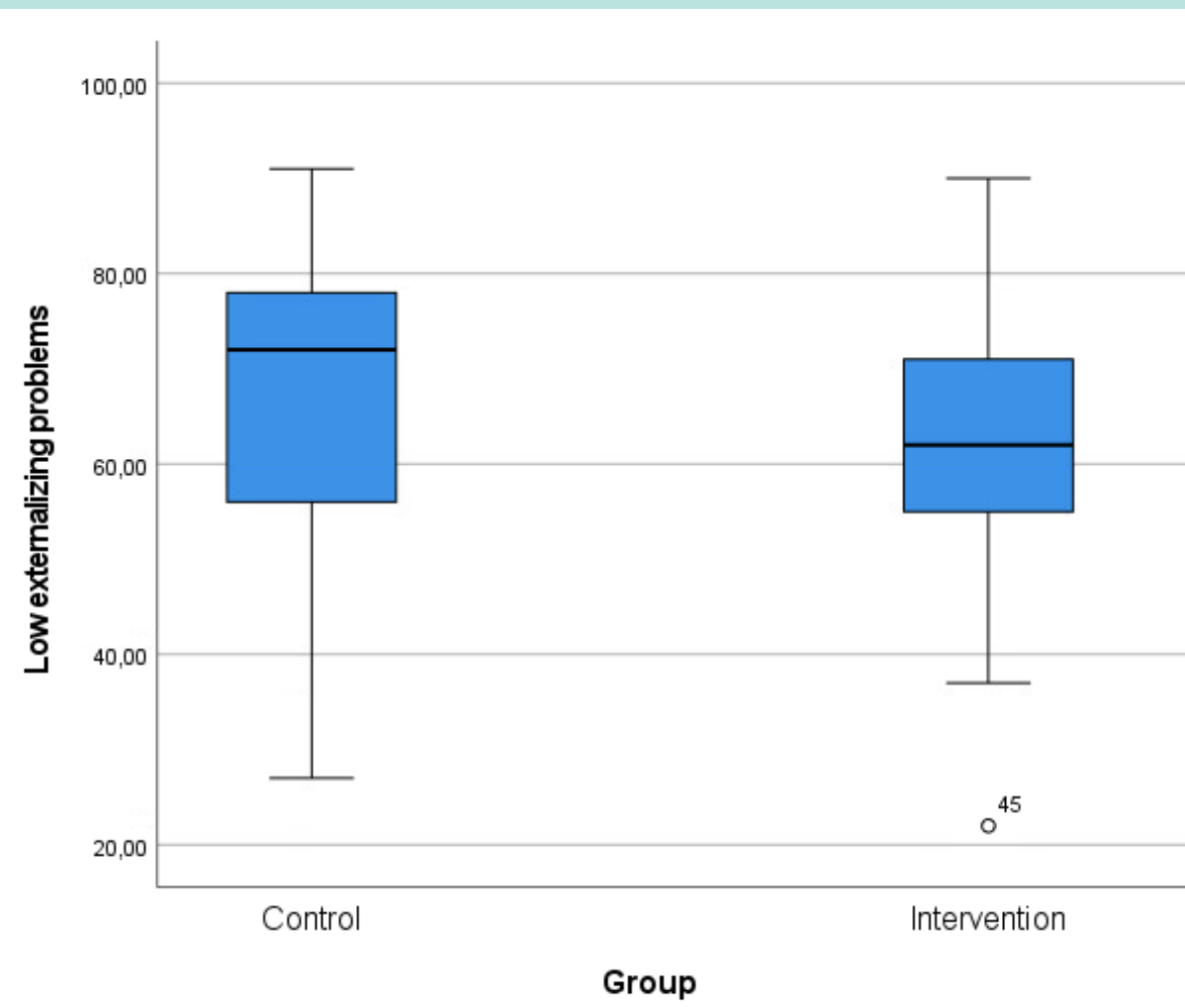
ELEMENTARY SCHOOL

Assessment of child with BASC-3, and collect data about reception of services

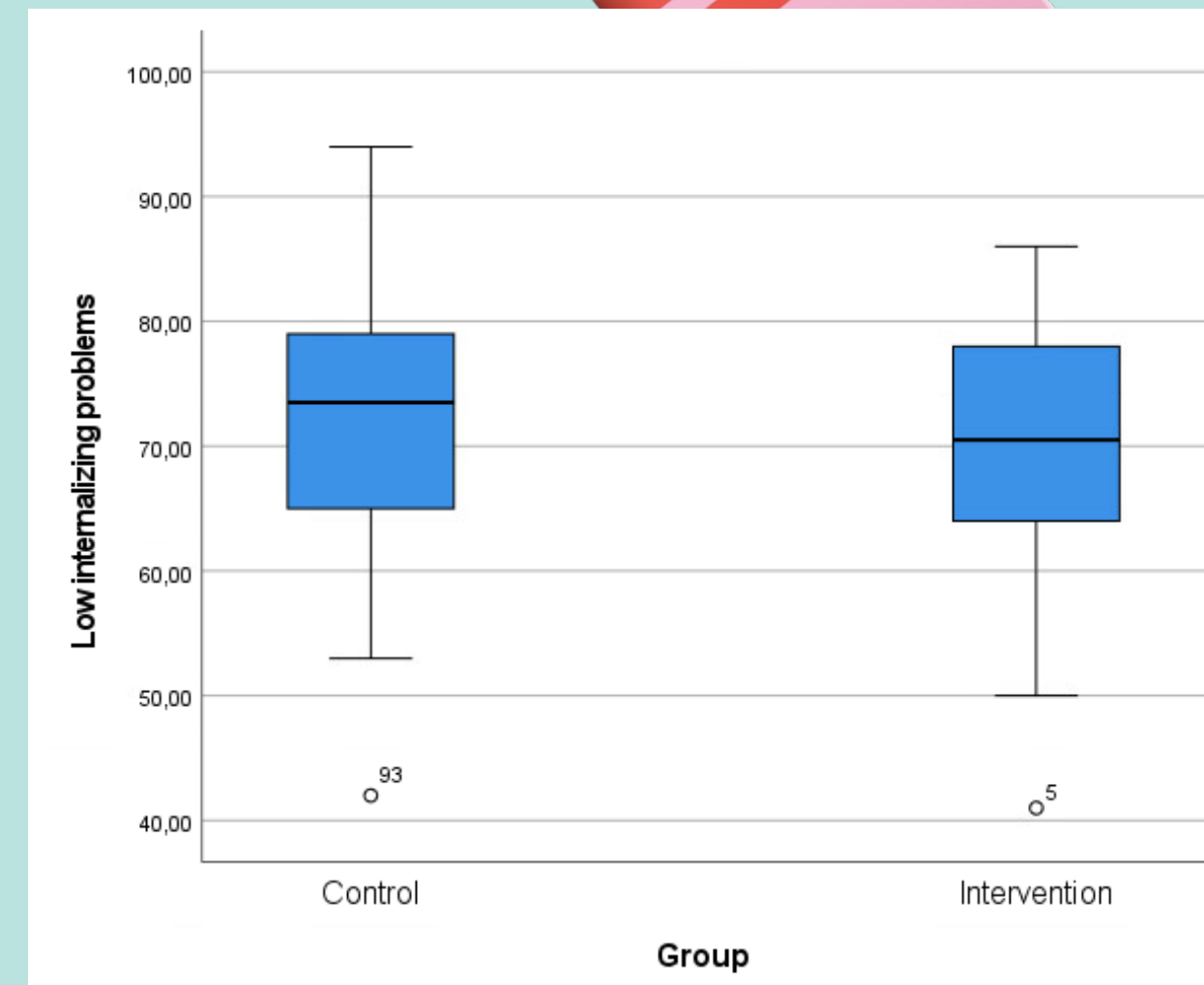
Participants' profiles



$p = .449$

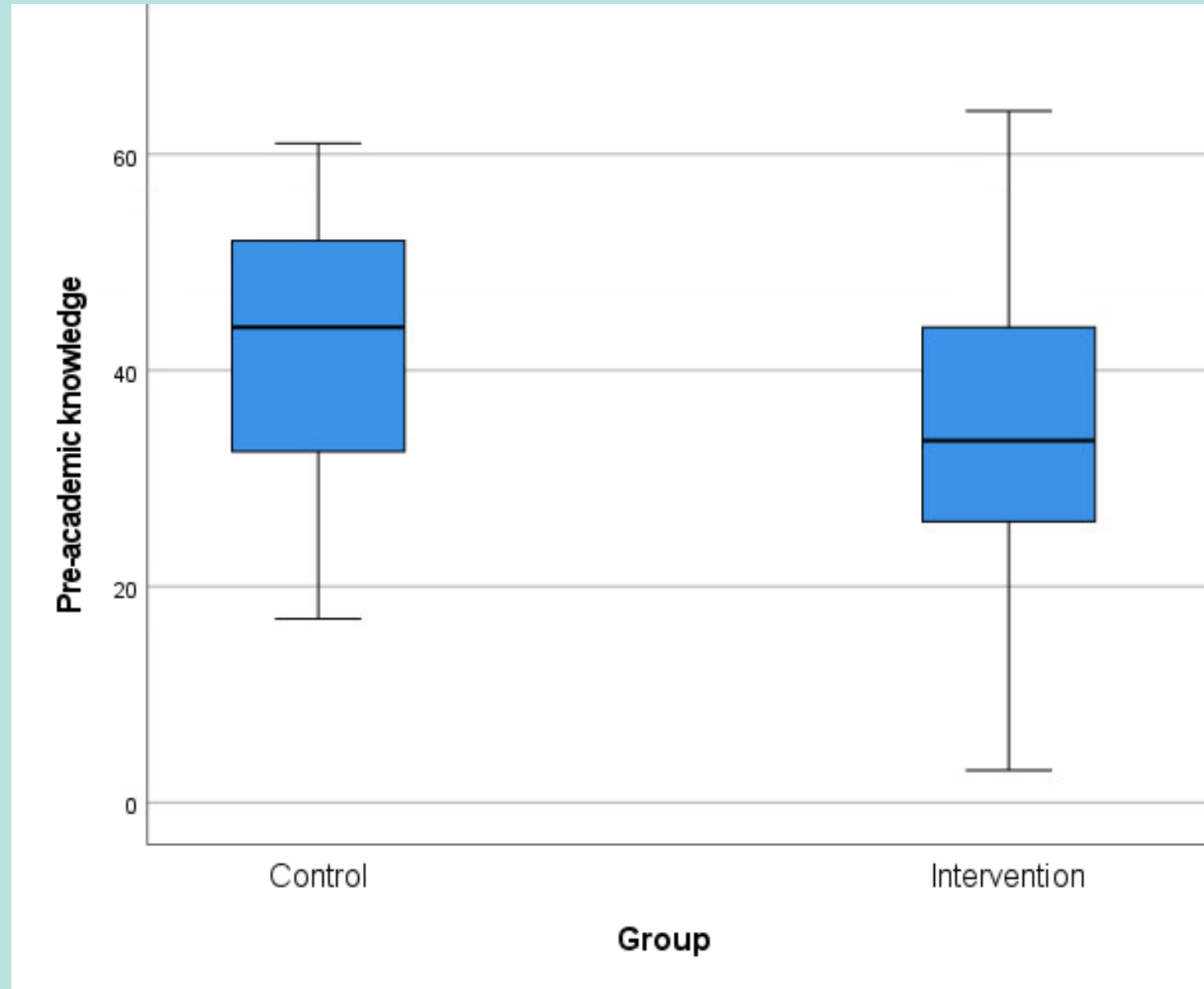


$p = .099$

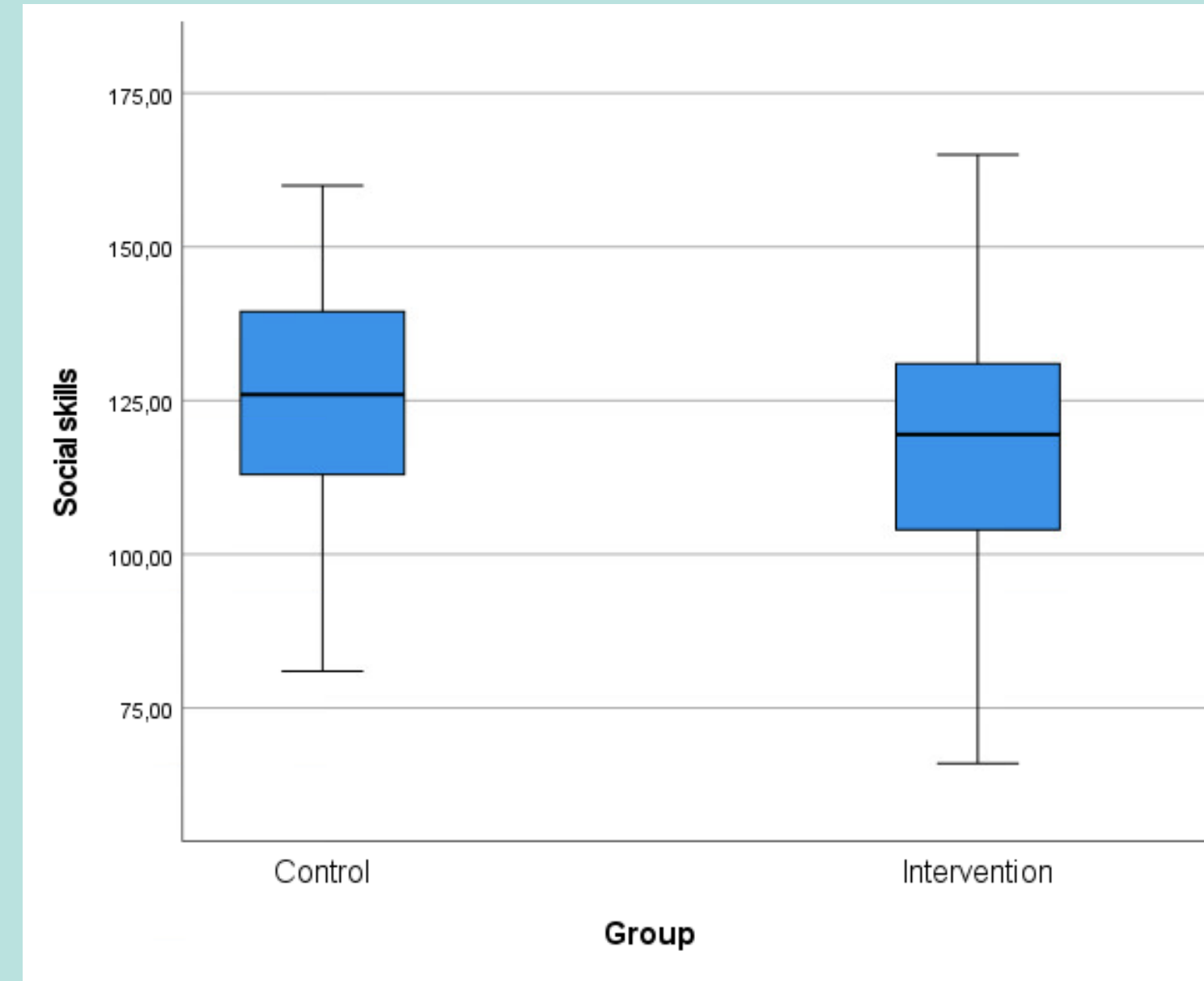


$p = .123$

No significant difference in Receptive language, Externalizing behaviour, Internalizing behaviours between control / treatment groups at T1



$p = .016$

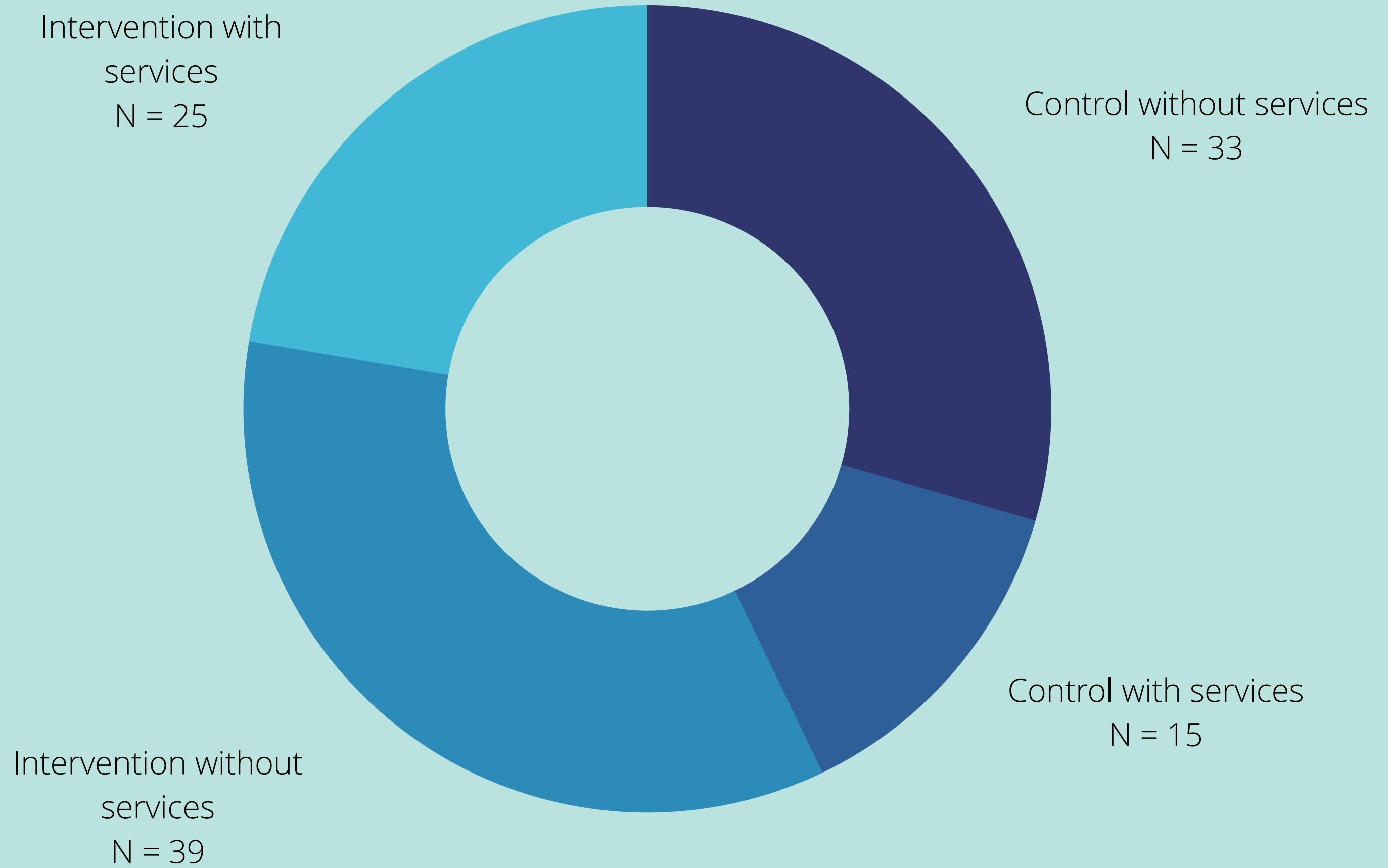


$p = .042$

Significant difference in pre-academic knowledge and social skills between control / treatment groups at T1



PARTICIPANTS AT T4

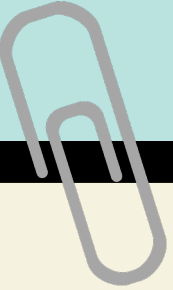


Predicting patterns of inside school emotional services reception, in comparison to children with no intervention or services (N = 33; 29.5%)

	Intervention without services (N = 39, 34.8%)		Control with services (N = 15, 13.4%)		Intervention with services (N = 25, 22.3%)	
	OR	95% CI	OR	95% CI	OR	95% CI
Sociodemographic factors						
Sex of the child (ref= boys, n= 11)	.875	(.181, 4.224)	.650	(.097, 4.363)	1.150	(.177, 7.460)
Low income < 30K (n= 15)	1.944	(.499, 7.584)	1.444	(.256, 8.161)	1.556	(.348, 6.962)
Maternal high school diploma or below (n= 35)	1.273	(.466, 3.477)	2.000	(.466, 8.591)	.889	(.298, 2.647)
Single-parent (n= 13)	3.304	(.596, 18.297)	2.500	(.266, 23.503)	.938	(.224, 3.923)
Child school readiness skills						
Pre-academic knowledge†	.975	(.940, 1.012)	.991	(.945, 1.040)	.940	(.900, .982)
Receptive vocabulary†	.996	(.972, 1.021)	1.010	(.978, 1.043)	.989	(.962, 1.016)
Low internalizing behaviors†	.963	(.918, 1.011)	.980	(.920, 1.044)	.956	(.906, 1.009)
Low externalizing behaviors†	.960	(.926, .996)	.944	(.902, .989)	.954	(.916, .993)
Social skills†	.972	(.945, .999)	.943	(.909, .978)	.931	(.900, .963)

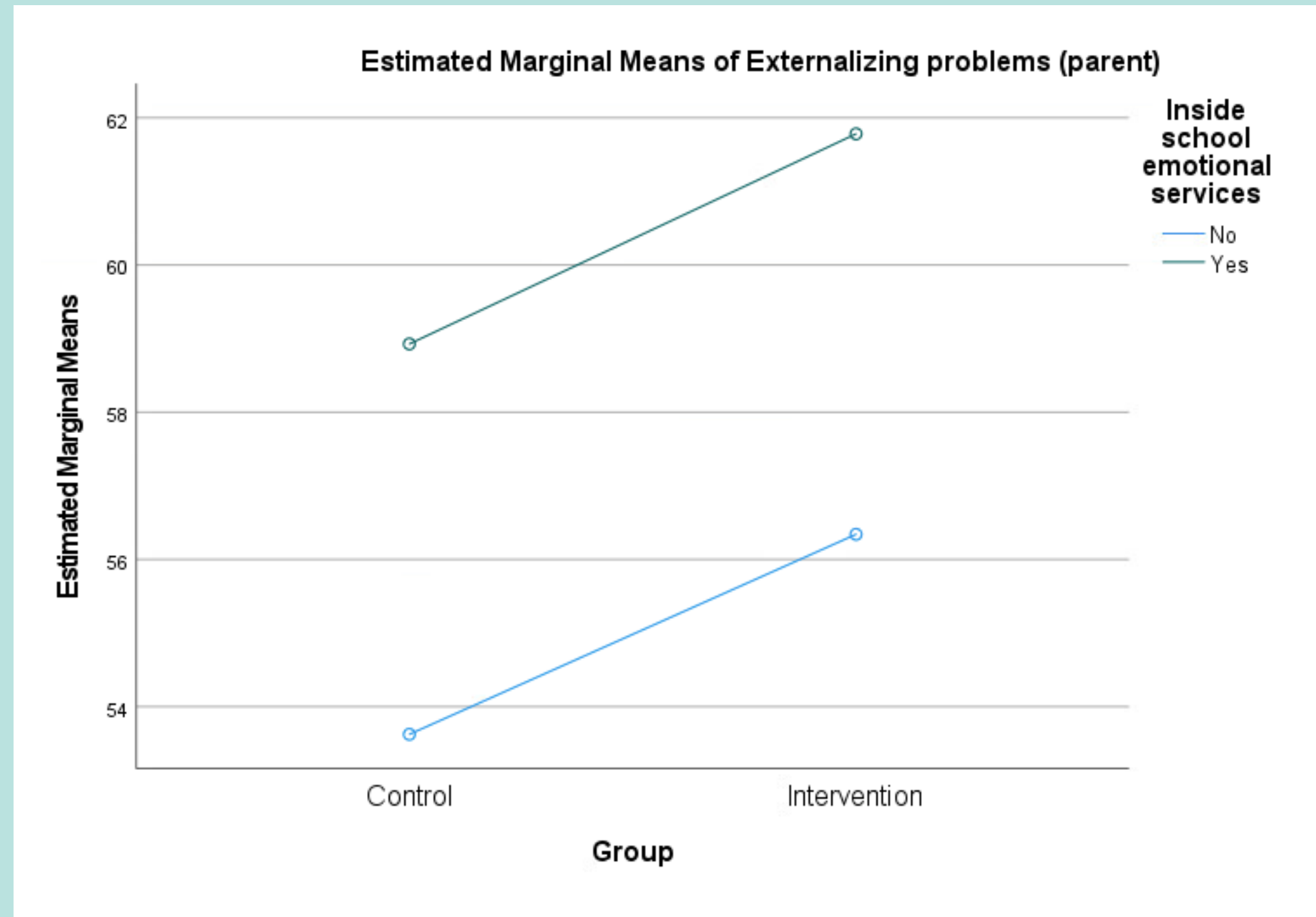
OR, odds ratio; 95% CI, confidence intervals. Bolded coefficients indicate statistically significant values. † Continuous variables. Each predictor was tested in univariate model.

EXTERNALIZING BEHAVIOURS

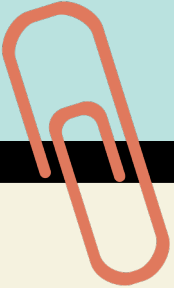


Parents' ratings

- No main effect of IY
 $\beta = .074, p = .386$
- No main effect of service
 $\beta = .145, p = .090$
- No interaction effects between IY and service
 $F(3, 106) = .001, p = .977$

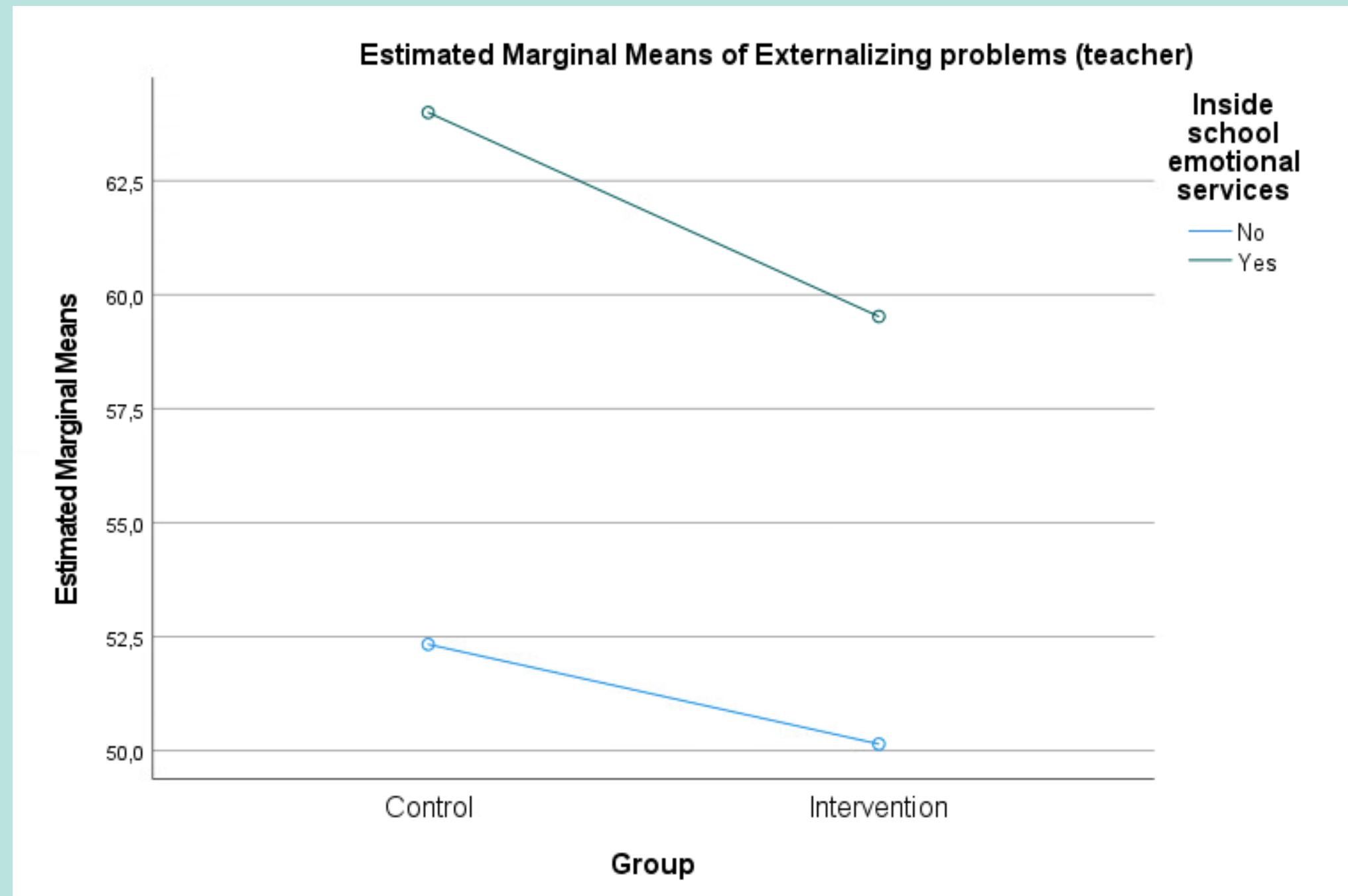


EXTERNALIZING BEHAVIOURS

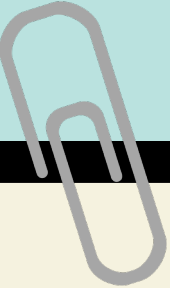


Teachers' ratings

- Main effect of IY
 $\beta = -.112, p = .302$
- Main effect of service
 $\beta = .397, p = .000$
- No interaction effects between IY and service
 $F(3, 82) = .206, p = .651$

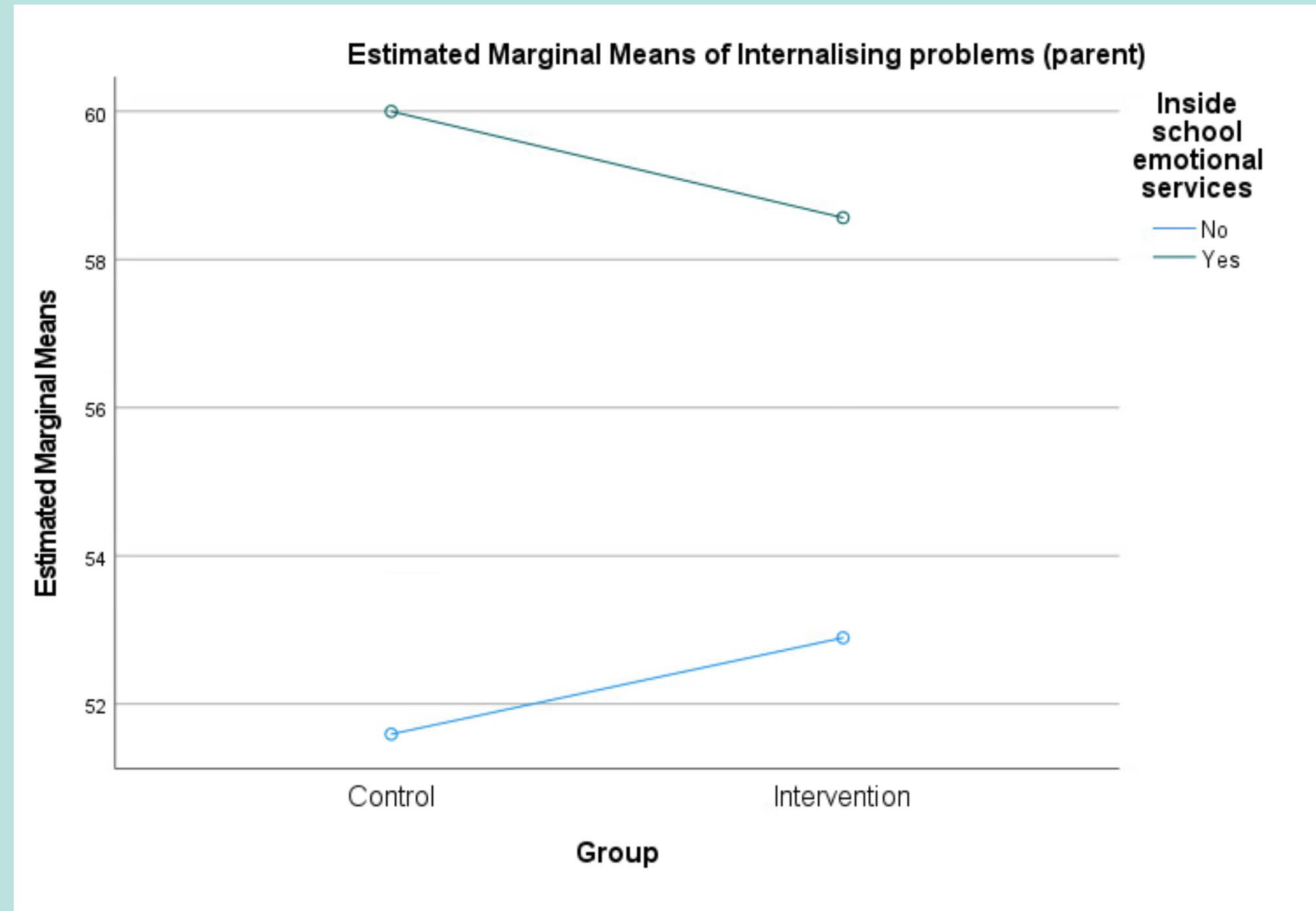


INTERNALIZING BEHAVIOURS

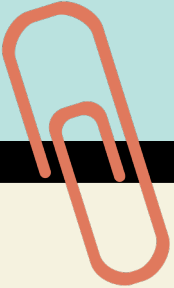


Parents' ratings

- No main effect of IY
 $\beta = -.004, p = .962$
- Main effect of service
 $\beta = .267, p = .003$
- No interaction effects between IY and service
 $F(3, 106) = .383, p = .537$

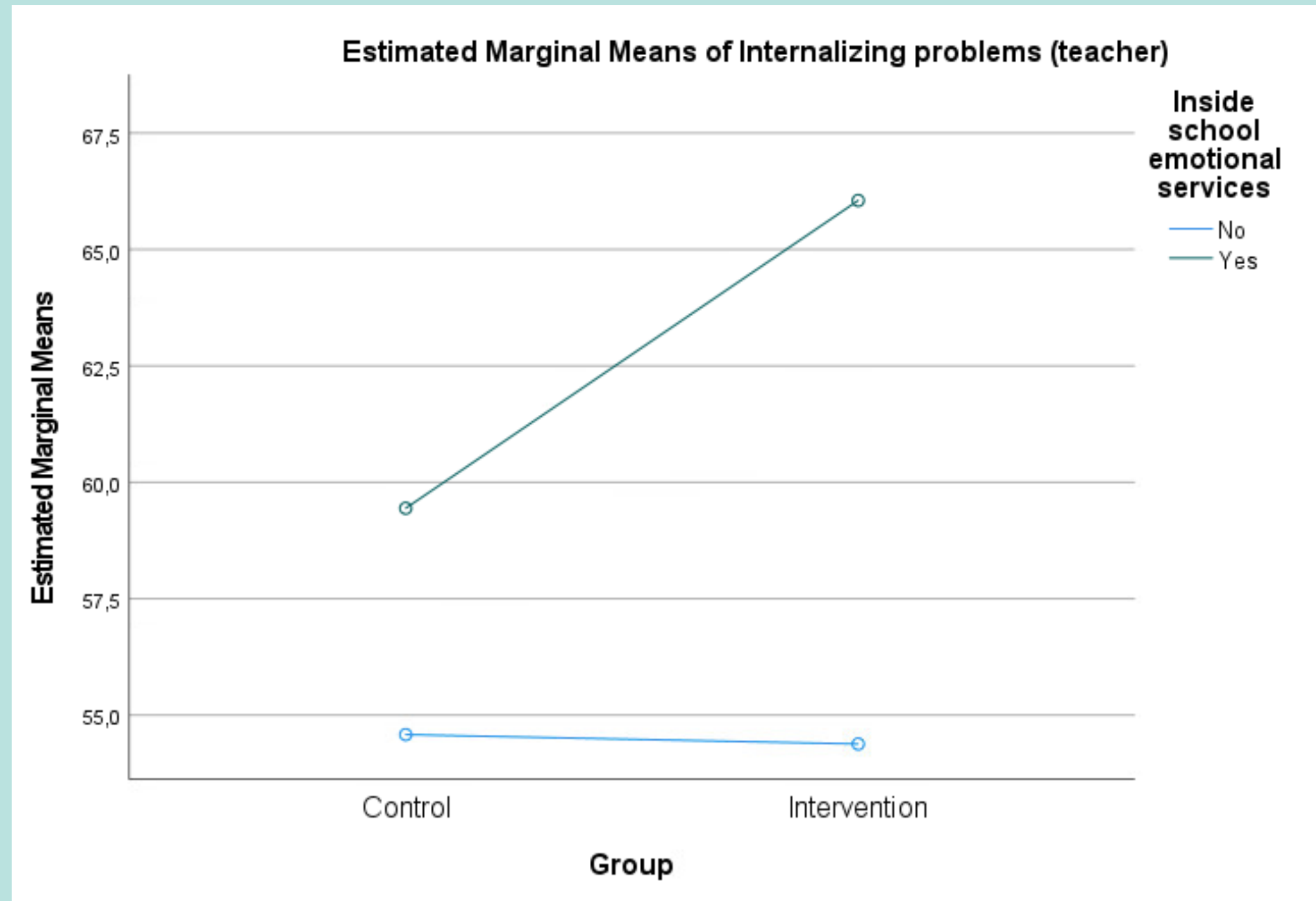


INTERNALIZING BEHAVIOURS

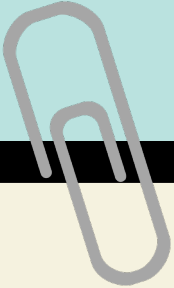


Teachers' ratings

- No main effect of IY
 $\beta = .096, p = .382$
- Main effect of service
 $\beta = .338, p = .002$
- No interaction effects between IY and service
 $F(3, 82) = 1.254, p = .266$

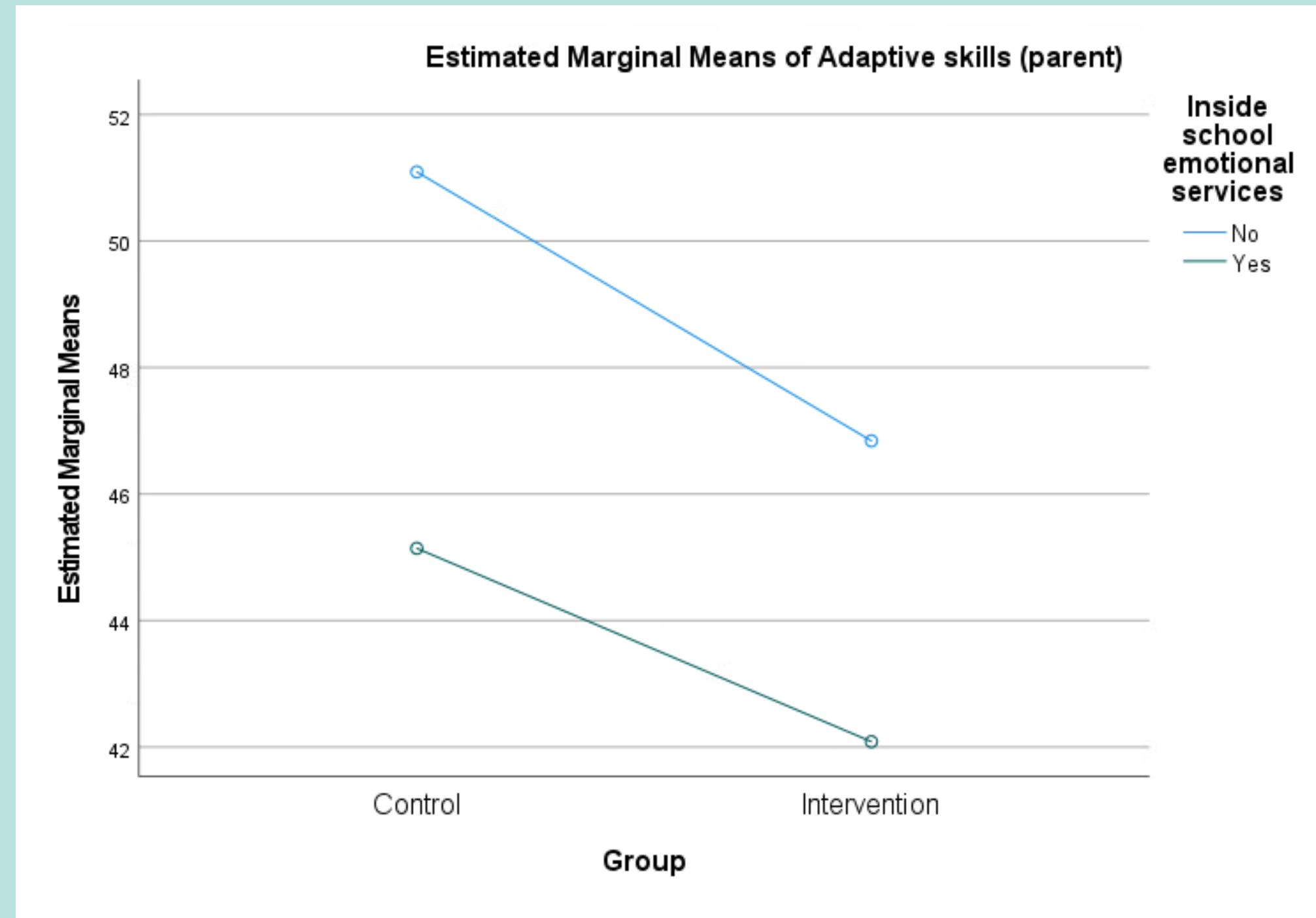


ADAPTIVE SKILLS

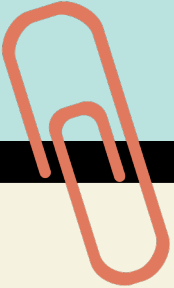


Parents' ratings

- No main effect of IY
 $\beta = -3.068, p = .052$
- No main effect of service
 $\beta = -2.704, p = .121$
- No interaction effects between IY and service
 $F(3, 106) = .119, p = .730$

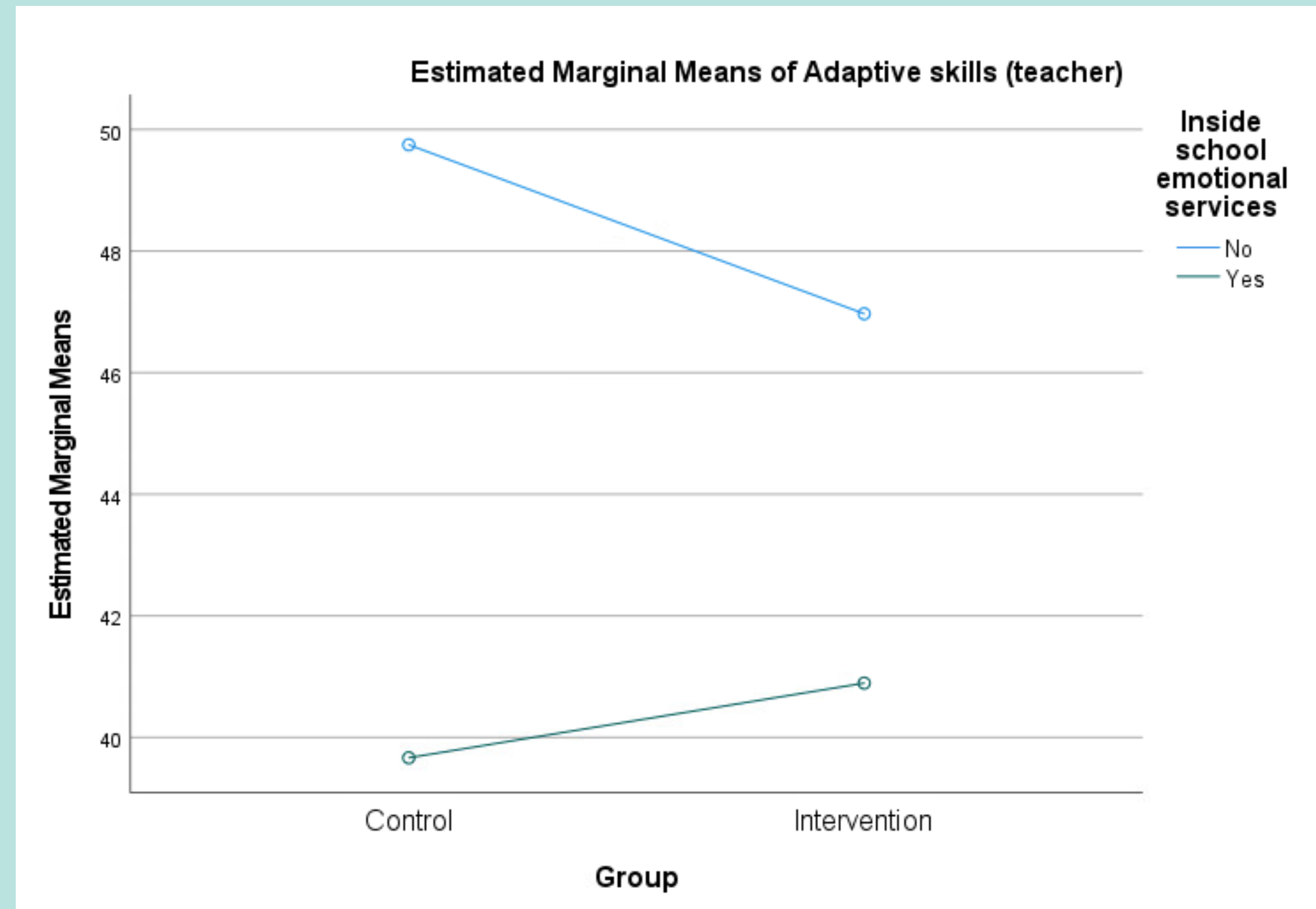


ADAPTIVE SKILLS



Teachers' ratings

- No main effect of IY
 $\beta = .124, p = .951$
- Main effect of service
 $\beta = -4.310, p = .050$
- No interaction effects between IY and service
 $F(3, 86) = .791, p = .377$



Incredible Years

Effects do not sustain

Interaction effect

No interaction effect between IY and school service

School service

No significant benefits, but more externalizing, internalizing behaviours and lower adaptive skills

Discussion



FADE-OUT IY EFFECTS

Contrary to:

- Skill building model

- The only other long-term study of Incredible Years (Overbeek et al., 2021)

- Studies targeting in neuroscience of early intervention effects (Wachs, Georgieff, Cusick & McEwen, 2014)

We found Incredible Years conducting in the early childhood does not sustain effects when the children enter elementary schools -> Not the earlier the better

Early onset type problems are more likely to have neurobiological origins and less malleable

In line with:

- Sustaining environment hypothesis

- Coercive cycle (Patterson, 1982)

Short term effect: children's reduced problems -> increased parental competence and continued positive parenting strategies -> further reduced problems

Long term effect: absence of therapist support + fairly persistent child problems -> parents occasionally invest less in positive parenting strategies -> coercive cycle again

BACKFIRE SCHOOL SERVICE EFFECTS

Contrary to:

- Expectation

- Other studies regarding school-based social, emotional and behavioural programs (Sklad et al., 2012)

We found immediate reverse effects in children participating in school emotional service

Possible explanation:

- Peer contagion mechanisms (Dishion, McCord & Poulin, 1999)

- Dual failure model (Capaldi, 1992)

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thank
you!

Any Question?

