



The AIDES initiative: a social innovation focusing on the needs of children

presented

by

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BAPSCAN 2012

This project is financed by the (Canadian) National Crime Prevention Center (NCPC). We thank the GRAVE and the GRIN research groups for the support they have given us since 2003.

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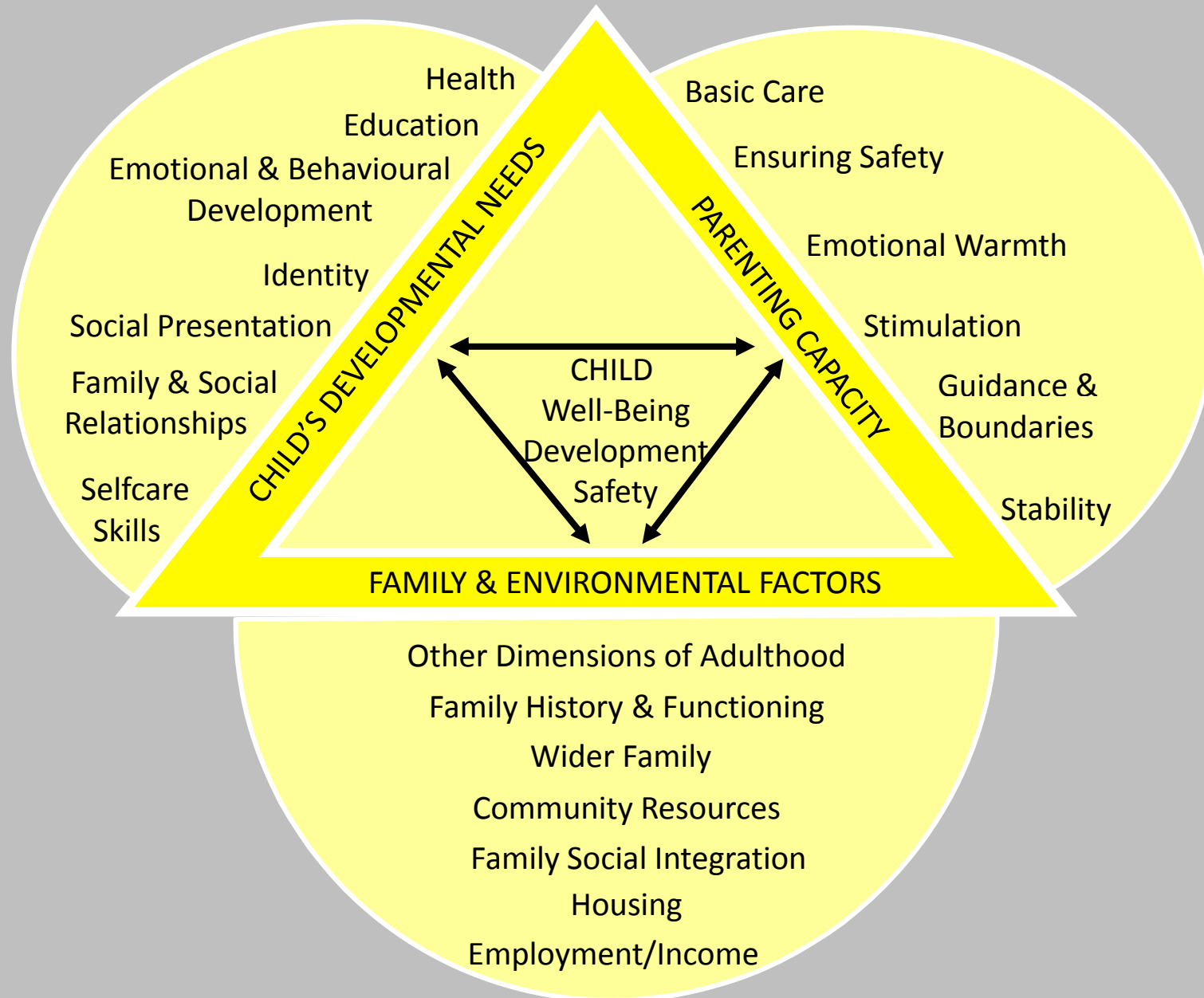
Since 2008, in the province of Québec, Canada, the Inter-Agency Partnership for Child Development and Safety (AIDES) initiative has provided support to practitioners in two youth centres (protective services) and four health and social services centres (preventive services) in the implementation of an innovative intervention approach for improving collaboration between parents, practitioners, and various partners concerned in the well-being and safety of children with complex needs.

The intervention approach consists of:

- a complete analysis of the child's developmental needs using an ecosystemic analytical framework for the developmental needs of children.
- the collection and analysis of information pertaining to elements of the reference framework using a practical analytical tool (Child's Needs Analysis Workbook)
- the participation of the parents and the partners in the needs analysis
- the creation of an action plan

Ecosystemic analytical framework for the developmental needs of children

Department of Health et al. (2000). Framework for the Assessment of Children in Need and their Families. London: the Stationery Office.



Construction of the sample

Two regions of Québec: urban and semi-urbain/rural

Recruitment setting:

Health and Social Services Centres (preventive services); Youth Centres (protective services)

Criteria for recruitment of the children:

- Aged 0 to 9 years;
- Troublesome family situation;
- Receive or will receive (they or their parents) the services of *at least two institutions*;
- Preferred orientation: maintenance with family.

Experimental group
99 children

Control group
85 children

Recruitment took place from July 1, 2008 to March 31, 2010
80 % (184/230) of the proposed sample was constructed

Implementation assessment

- Inductive approach
- Qualitative design

Telephone interviews

Dimensions	Collection method	n per group	
		AIDES (15)	Control (15)
Participation and collaboration: Positive and negative Experiences	Semi-structured interview guide	14 parents	15 parents
		15 practitioners	15 practitioners
Practice conditions Facilitators and barriers	Semi-structured interview guide	19 practitioners 17 other actors	N/A

Assessment of results

- Hypothetical-deductive approach
- Comparative change design

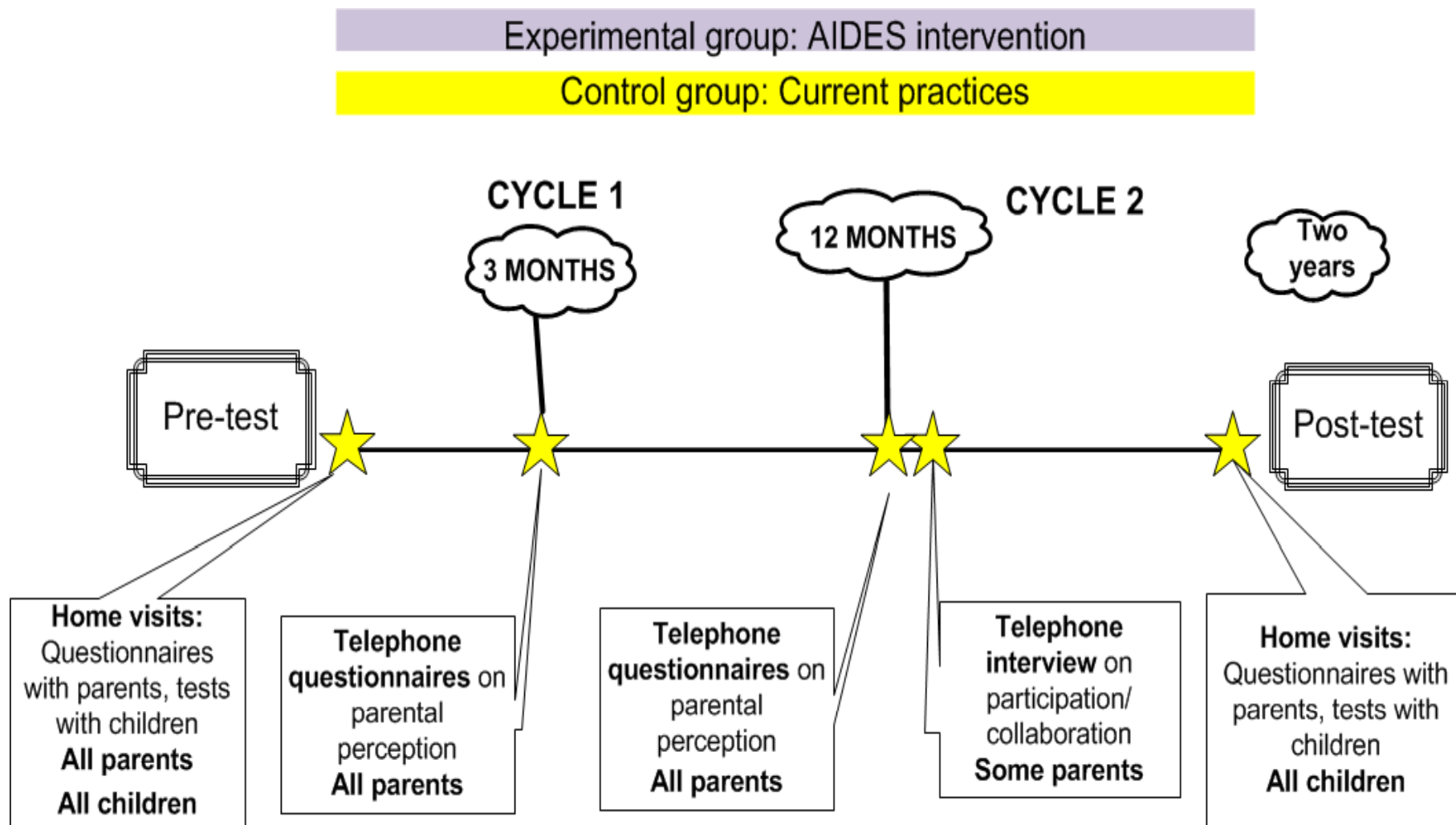


- Children and parents

Questionnaires and standardized tests

Dimensions	Collection methods
<p>Proximal effects (QPPSR) – perception of parents regarding services received:</p> <ul style="list-style-type: none"> ▪ Quality of helping practices of the assigned practitioner ▪ Extent of control over decisions concerning services provided ▪ Quality of collaboration with assigned practitioner 	<p>Helping Practices Scale (HPS)</p> <p>Personal Control Appraisal Scale (PCAS)</p> <p>Questionnaire on parental figure-practitioner collaboration (QPPC)</p>
<p>Intermediate effects:</p> <ul style="list-style-type: none"> ▪ Adaptation of parental figures to their role, and exercise of their responsibilities toward the child ▪ Victimization of the child ▪ Quality of family environment to which the child is exposed 	<p>Parental Stress Index (PSI)</p> <p>Family Support Scale (FSS)</p> <p>Child Abuse Potential Inventory (CAPI)</p> <p>Home Observation for Measurement of the Environment (HOME)</p>
<p>Final effects – development of the child</p> <ul style="list-style-type: none"> ▪ Cognitive ▪ Language ▪ Motor ▪ Behavioural and emotional 	<p>Development Assessment Tool (DAT) (≤ 5 ans)</p> <p>Peabody Picture Vocabulary Test (PPVT) (≥ 5 ans)</p> <p>Child Behaviour CheckList (CBCL) (≥ 1,5 ans)</p>

Sequence and measurement periods – children and parents



Sequence and measurement periods – practitioner and other actors

