The Early Impact Program: Strengthening Child Competencies

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Abstract

Challenging behaviours in young children impact upon schools and families and can lead to more serious challenges in adolescence and adulthood. In the last decade, there has been an increasing trend towards the development of early intervention and prevention programs that serve to draw on child competencies to ameliorate some of the factors that may increase a child’s susceptibility to ongoing challenging behaviours. This paper reports on a recently evaluated program titled the Early Impact (EI) Program. Some of the unique features of the program are examined including the home and school components of the intervention that emphasise the strength-based philosophy that underpins the program. A summary of key findings of a recent evaluation of the EI program are also presented that highlight the program’s effectiveness and utility for early childhood practitioners working with at-risk children in regular school communities. Finally, recommendations for specific practices in the implementation of intervention programs as well as areas for future research are identified that would serve to extend the current body of knowledge focussing on effective early intervention and prevention frameworks for young children and their families.

Key Words: challenging behaviour; early intervention and prevention; strengths-based strategies; children; families.

Document Word Count: 5314 words (excluding reference list)
Introduction

Research in early intervention and prevention recognises the significant impact that ecological intervention frameworks have in reducing the incidence of challenging behaviours in children (Greenberg, Domitrovich, & Bumbarger, 2001; Webster-Stratton, Reid & Baydar, 2004; Walker, Kavanagh, Stiller & Golly, 1998; Conduct Problems Prevention Research Group, 2002; Larmar, Dadds & Shochet, 2006). Challenging behaviours in young children include aggression, impulsivity and other forms of behaviour that impede the individual’s progress and/or infringe upon the rights of others (Frick, 1998). Given that behavioural challenges develop early in an individual’s life, intervention programs are usually tailored to target the individual at the point when symptoms of challenging behaviour become apparent (Greenberg, Domitrovich & Bumbarger, 1999). Recent studies have been conducted that support the efficacy of a range of early intervention and prevention programs for children with behavioural issues (Webster-Stratton et al., 2004, Conduct Problems Prevention Research Group, 2002; Larmar et al., 2006). Such programs are designed to ameliorate the effects of specific factors identified in the child’s world that may increase their susceptibility towards the development of challenging behaviour. Such factors are usually categorised at the individual, school and familial level and include: the child’s temperament (Frick & Morris, 2004); callous-unemotional (CU) traits (Frick, Cornell, Barry, Bodin & Dane, 2003); genetic disposition (Caspi, McClay, Moffitt & Mill, 2002); aversive parenting practices (Bor & Sanders, 2004); lack of parental acceptance and attachment (Shaw, Winslow, Owens & Vondra, 1998); marital discord (Frick & Loney, 2002); poverty and its associated
effects (Frick, 2004); school organisation and socio-demographic characteristics; peer rejection; and poor peer relationships (Kazdin, 1995; Frick, 2004). While many intervention’s effects have been promising, program designs are often heavily focussed on an individual’s dysfunction and associated deficits in contrast to frameworks that encourage the individual’s strengths and draw on the child’s, family’s and school’s resources.

A Strengths-Based Approach

In the last fifty years, there has been an emerging shift in specific practices associated with helping in areas including social welfare and education from a focus on problems and deficits to a strengths-based approach that acknowledges an individual’s competencies and resources (Howard & Dryden, 1999; Cohler, 1987). The strengths-based approach emerged from the work of Saleebey, Rapp and Weick (Healy, 2005). The key focus underlying strengths-based practice is the encouragement of the individual to recognise opportunities and solutions in contrast to traditional approaches to helping that emphasise problems and deficits (Weick, Rapp, Sullivan & Kisthardt, 1989). Strengths-based practitioners are informed by an underpinning philosophy that children and families have capacities, competencies and resources that can build resilience to assist in overcoming adversity (Saleebey, 2002).

Although this paradigm shift has had some influence on the theory and practice of early intervention and prevention science, limited attention has been given to the application of strengths-based perspectives in the areas of traditional psychology and child welfare (Laursen, 2000). As a result, many existing intervention frameworks continue to focus on child and family deficits,
rather than incorporating cogent strategies that acknowledge and draw upon children and family’s strengths and resources. *While contemporary practice in child and family welfare has shifted markedly from a deficit focus, many practice approaches continue to emphasise pathology and disorder (Healy, 2005). This is particularly evident in the areas of early intervention and prevention for children with challenging behaviours. Recent findings in the areas of social work and child and family welfare lend empirical support to the application of strengths-based principles across a range of intervention approaches (Saleebey, 2002; Healy, 2005; Rapp, 1998).* Given that many existing early intervention and prevention programs for children with challenging behaviours continue to emphasise the individual’s limitations and problems, consideration needs to be given to the development of program designs that are undergirded by strengths-based principles. The EI program is an early intervention and prevention program for children with challenging behaviours. *El serves to redress the imbalanced focus of early intervention frameworks on deficits and pathology towards a philosophy of helping that embraces children and family’s resources and capabilities to build resilience and overcome adversity (Larmar, 2002).* The following section provides a description of the EI program, including its specific components that draw on strengths-based principles.

**The Early Impact Program**

The Early Impact (EI) program is an intervention framework that can be utilised by early childhood professionals to ameliorate the effects of challenging behaviours on children and families. The EI program was designed to build upon existing intervention frameworks by drawing on child
and parent competencies to assist families and schools in working positively with young children. *Further, the program design is not reliant on a trained consultant to implement the intervention, unlike the majority of school and home-based interventions that require the intensive support of a specialist consultant. While, there is some advantage to working with specialists trained in the facilitation of early intervention and prevention programs for children and families, this approach is often unsustainable in regular community populations with limited resources. For this reason, the EI program, including the program’s manuals were developed in such a way as to provide the necessary instruction to assist school personnel to implement the program in partnership with the school administration and specialists such as guidance officers or learning support teachers.* The program targets preschool and year one-aged children, given that the age range for which early intervention frameworks have the greatest effect is between the ages of four and seven (Kazdin, 1995). Further, the program includes home and school components that are strengths-based in emphasis in order to acknowledge child and family characteristics that serve to facilitate positive and ongoing change.

*Many existing intervention approaches provide cogent strategies to address challenging behaviours in children. However, such approaches often fail to give acknowledgement to the positive attributes that exist within children and their families that serve to empower them. For example, many parent training programs provide discipline techniques that focus on changing a child’s behaviour, without recognising the existing capacities and strengths that the parent brings to the parenting role that provide a critical foundation for parent empowerment and greater autonomy. Further, school and home-*
based discipline approaches can also emphasise a child’s deficits and problems through the incorporation of punitive strategies that are reactive in intent. Such approaches may influence behaviour change in the short-term, but fail to constitute the type of instruction that is educative in intent and ultimately empowering to the child and family.

The ecological design of the EI program was informed by the literature that indicates that cogent intervention frameworks work with greatest effectiveness across the home and school setting (Greenberg et al. 2001, Walker et al., 1998; Webster-Stratton et al., 2004; Larmar et al., 2006). The program is easily disseminable and can be implemented in regular school communities by classroom teachers, unlike other interventions that require the skills of a trained consultant to implement and coordinate programs throughout the intervention period. Both the home and school component can be implemented at the commencement of the school year and are facilitated across a standard school term (10 weeks duration). The following section provides an overview of the home and school component of the EI program.

Home Component of the EI Program

The home component of the EI program consists of an intensive six-week parent-training course. The literature supports the effectiveness of parent training in assisting parents to better manage children’s behaviours (Sanders, 1999; Sanders, Gooley & Nicholsen, 2000). An overarching aim of the course focuses on assisting parents of children with challenging behaviour to recognise the existing strengths they bring to the parenting role and the strengths inherent in the child. Further, the course includes a series of interactive reflective experiences that guide parents in understanding how to
best utilise their strengths to better assist children in making positive
behavioural choices in the home setting.

In early childhood settings where the EI program is implemented, all
parents of children participating in the school component of the program are
invited to attend the six-week parent-training course. The sessions are usually
administered during an identified time in the school week (usually after work
hours) in order to encourage the majority of parents to attend. In some
schools, child-minding facilities are organised during the parent-training
session to minimise access issues for parents. While the home component of
the program is designed to assist all parents with young children, participating
schools are encouraged to recruit parents of children identified by teachers
and other school personnel as more at-risk for ongoing challenging behaviour
to assist these parents in working effectively with their child/ren.

The EI home component draws on key principles of child development
and psychology and utilises contemporary child management practices as
part of its framework. Each session explores a range of issues associated
with the management of young children. Throughout the duration of each
session the parent trainer introduces specific content exploring key issues of
parenting. A key emphasis in each session is on the uniqueness of each child
and the significance of tailoring strategies that best accommodate the needs
of the child. Further, parents are encouraged throughout the duration of the
program to identify strengths in their child as a means of developing a
strengths inventory that serves to raise the parent’s awareness of the child’s
competencies in order to develop approaches that acknowledge the child’s
strengths. An overarching philosophy of the EI program is that all behaviour
is purposeful. The content in each parent training session emphasises the importance of understanding underlying influences of children’s behaviours and the contexts in which challenging behaviours can present. This focus serves to encourage parents to consider approaches that are conducive to the child’s personality, strengths and needs and the specific situation that the child and parent are experiencing when negotiating the behavioural response.

An accompanying manual titled ‘Encouraging Positive Behaviours in Young Children’ (Larmar, 2002) is provided for all parent participants and includes written activities, reflection tasks and discussion starters. For example, in the first session, parents complete a written reflection task that encourages each participant to identify the strengths that they bring to the parenting role. Whole group and small group discussion forums are organised during each session to allow parents to share their ideas and express specific challenges they face in their roles as parents. In the second session for example, the program facilitator invites participants to work in small groups to identify strengths they observe in their child and share their experiences about ways they encourage their child. An overarching rationale underpinning the facilitation of these forums is that parents are able to tell their stories in a safe and supportive environment. As part of each group discussion emphasis is given to participants identifying the strengths inherent in each parent that emerge through the sharing of experiences. Participants are also encouraged to work together to proactively consider alternative parenting strategies that focus on the child’s strengths rather than weaknesses.
Content of the sessions includes:

- an initial examination of parents’ values, beliefs and experiences and how these affect the individual’s approach to parenting. *Emphasis is given to understanding how a parent’s beliefs about parenting impacts upon their behaviour. Further, the importance of responding proactively to a child’s challenging behaviour is reinforced, through exploration of how reactive responses can negatively impact the child and parent’s relationship. Participants are introduced to overarching principles of strengths-based-practice (e.g. focussing on strengths and encouragement in contrast to centring on problems and deficits) during the introductory session as a means of encouraging them to consider incorporating these principles into their parenting philosophy and practice;*

- discussion around parental authority and dominant parenting styles and how a parent’s approach impacts on their responses to a child. *As part of this discussion, a parenting authority continuum is completed as an activity to help participants understand how authoritarian or permissive their style of parenting may be;*

- exploration of some of the influences underlying a child’s behaviour in order for parents to consider responses that are based on an informed understanding *and are proactive in intent;*

- the value of positive communication and its impact on children. Significant attention is given to the use of language that is derived from a strengths-based philosophy *including encouraging statements that identify the child’s strengths and resources;*
• the establishment of rules and healthy boundaries. The EI home component encourages rules and boundaries that are positively framed and includes activities that assist in the establishment of a simple set of rules that can be implemented within the home context;
• the importance of consistent parent responses including positive reinforcement for helpful behaviours and consequences for behaviour that is unhelpful to the child and/or family;
• key information relating to child development to assist parents in conceptualising the types of parenting responses that are conducive to the child’s stage of development;
• solution-oriented approaches to specific challenging behaviours such as the use of logical consequences that are instructive in focus and assist the child in understanding the importance of behaving responsibly in contrast to punitive measures that are often reactive and focus on the child’s deficits;
• strategies for ensuring that parents protect their strengths by considering their own health and well-being including drawing on the assistance of others and taking time, where possible, to engage in personally rejuvenating activities;
• considerations for managing parent emotions including anger and frustration. Exploration of calming strategies are embedded into the program content to help parents in situations when they are feeling out of control;
• dealing assertively with complex situations including fighting between siblings; and
• the importance of investing quality time in the individual child.

Parent trainers involved in the facilitation of the home component of the EI program are usually drawn from areas such as early childhood, counselling and/or psychology. Where adequate resources are available, parent trainers complete training in the facilitation of the EI program by a community consultant (usually a school guidance officer, specialist support teacher or community worker involved in a specific school context) familiar with the EI program’s design and philosophy. However, the program’s implementation is not contingent upon the availability of specialist personnel to provide intensive training. An individual with a sound knowledge and experience in good parenting practices could facilitate the training process through the guidance of the accompanying parent trainer manual. All participating parent trainers are introduced to the underpinning philosophy of the strength-based approach and are strongly encouraged to teach from a strengths-based perspective. The six sessions provide significant structure for the trainer, however, each session can be adapted according to the needs of the group. As part of the design of the home component of the EI program, consideration has been given to the incorporation of strategies that would closely align with strategies included in the school component. In this way the EI intervention fosters a consistent approach across the home and school setting that encourages positive responses in the child and assists the child in developing a consolidated understanding of the strengths and resources available to them.
The following section provides an overview of the school component of the EI intervention.

**School Component of the EI Program**

The school component of the EI program consists of a classroom curriculum that can be universally applied, specific child management strategies that the early childhood teacher utilises in the classroom, and an individual component that can be administered by a teacher aide or alternative support person. The curriculum focuses on each child’s strengths and the unique contribution that the individual brings to the broader class group. Teachers are guided through the process of implementing the curriculum through the use of the EI teacher’s manual ‘The Early Impact Program’ (Larmar, 2002). The manual clearly delineates concepts to be taught and related experiences of learning that serve to consolidate student comprehension and facilitate a teaching experience that is both inclusive and strengths-based in emphasis.

The EI curriculum can be readily applied within an existing school curriculum and can be taught in discrete, structured sessions, or integrated into general experiences of learning drawn from the classroom curriculum. The EI curriculum consists of ten sessions of 15 to 30 minutes duration that are best implemented during a regular school term and fifteen booster sessions that are designed to be completed by the end of the academic year to consolidate learning. Content of the curriculum includes:

- the introduction of the two fictitious EI characters, Billy Billoweela and Sally Salamanka whose stories are embedded in the curriculum design;
• the significance of rules and consequences and how they impact upon behavioural choices. Introductory activities are incorporated as a foundational component of the EI program and include the teacher and class group working together to formulate a series of simple class rules. Further, the teacher examines with the students some of the likely consequences of inappropriate behaviour;

• the importance of valuing each individual and identifying the unique strengths and abilities that each child brings to the broader class group. One of the sessions examines the strengths that each child brings to the class group through the inclusion of an activity where each child identifies a personal strength or a strength in their friend. A class discussion follows where each individual’s strength is highlighted and encouraged by the teacher and group;

• specific experiences of learning that teach children how to engage in constructive turn-taking behaviours. Experiences include structured role-play tasks where each child can demonstrate to the broader class group how to ask their peers for a turn. The teacher provides encouragement as each child demonstrates effective use of such skills to foster individual empowerment;

• the teaching of positive communication exchanges including personal greetings. The teacher works with the class group to examine some of the ways that they can speak with one another and to adults to promote positive engagement;

• using manners including please, thank you, excuse me etc.;
• teaching resilience through the use of assertive statements and body carriage. *Specific activities are embedded in a number of the sessions to teach children how to manage situations where they may be feeling threatened.* For example, one of the sessions teaches children to use an initial statement such as “please stop it, I don’t like it when you…” and encourages the threatened or frustrated child to consider further assertive action if the inappropriate behaviour continues;

• managing anger and frustration through the teaching of calming strategies such as counting back from the numbers ten to one to give the child opportunity to settle or to choose a proactive response to a frustrating situation; and

• examining and celebrating strengths and building on perceived weaknesses. *Towards the conclusion of the school-based component of the program, specific activities are included that allow children to identify the positive things they have learnt or the behaviours they have developed.* These acquired learnings are identified as new strengths and are celebrated with a culminating activity marking the conclusion of the child’s participation in the program.

*As part of the school component of the EI intervention teachers may receive training prior to the commencement of the academic year in the implementation of specific strategies of management dependent on the school’s resources.* A specialist such as a school counsellor or support teacher familiar with the EI program design and content would usually carry
out the training. However, the instructional nature of the EI program manual can enable teachers to adopt the program into a regular classroom without formal training in the EI intervention. The formal training format explores proactive ways teachers can manage individual as well as group behaviours in a way that promotes strengths in children. The training examines:

- teacher’s beliefs about children and the best approaches to the management of classroom behaviour. As part of this exploration teachers are invited to consider the values, beliefs and experiences that have informed their teaching and child management practices and to consider strengths-based approaches to enhance their work with challenging children. Specifically, teachers are encouraged to consider reframing particular behaviours initially identified as negative to determine how such behaviours can be channelled into strength responses that empower the child (e.g. channelling angered responses into more socially constructive responses such as exercising assertion);

- the significance of acknowledging both the teacher and student’s needs. Discussion centres upon some of the underlying influences of challenging behaviours and training activities include small group discussions that investigate some of the reasons why children respond in the ways they do;

- age-appropriate limit setting and boundaries. All participating teachers are encouraged to formulate a set of class rules that are easily understood and readily applied to the classroom context;
• considerations for the physical classroom to facilitate an environment conducive to learning. Teachers are encouraged to think about the physical layout of the learning space and its impact on student engagement. In particular, teachers are directed to consider how the physical organisation of the class group can serve to promote student success rather than failure (e.g. considering the placement of particular individuals in proximity to the teacher/other students to assist in the regulation of individual/group behaviour);

• positive teacher communication including encouragement and acknowledgement of students’ strengths through the use of affirming statements that focus on specific qualities in the child;

• the use of positive reinforcement and logical consequences to redirect unhelpful behaviours;

• the use of class meetings as a forum to encourage regular classroom discussion. One of the activities included in the training is an exploration of class meetings that delineate practical steps and considerations for introducing class meetings into the classroom context; and

• tips for working with parents to promote positive home-school partnerships. A whole group discussion is incorporated into the training experience that emphasises the significance of partnering with parents to enhance a child’s learning. The discussion also focuses on positive strategies to better engage parents such as a home-school diary that promotes ongoing communication between the child’s parent and the classroom teacher.
As part of the implementation process, teachers are provided with an accompanying training manual that serves as a guide to assist them in the classroom. The manual is titled ‘Encouraging Positive Behaviours in the Classroom’ (Larmar, 2002).

The third feature of the EI school component includes one-on-one support for children whose behaviours are particularly challenging. Such children are usually identified as being more at-risk for ongoing behaviour problems based on the classroom teacher’s observation and experiences in working with the child. Dependent on the school’s resources, the teacher is encouraged to refer the student to a support specialist or teacher-aide who has participated in the teacher training component of the program or has familiarised themselves with the EI program design and curriculum. This support person works through the EI curriculum with the identified child for approximately one half-hour session each week, assuming the role of mentor to guide the child and offer remedial assistance to help the child in the regulation of their behaviour. The support person liaises regularly with the classroom teacher and devises goals that focus on addressing specific behavioural challenges and formulates learning experiences that complement the activities and content explored in the EI program manual. Further, the support person is encouraged to make contact with the child’s parents in order to tailor a specific intervention plan that shares common goals that can be applied in the home setting.

The EI Program Evaluation

A recent evaluation of the EI program was undertaken involving a randomised control trial including 455 children drawn from ten preschools in
the City of Brisbane, Queensland. Preschools were matched in pairs on the basis of socio-economic status and size and then, within each pair, randomly assigned to be either an experimental or control group. All children who received parental consent to participate in the trial were screened to determine participant suitability and to identify those children who were considered at greater risk for ongoing challenging behaviour using a class list, participant suitability criteria and a description of externalising behaviours as a means of identifying those children considered to be at greater risk for the development of behavioural difficulties. Parents of children involved in the intervention completed the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) to report on the child’s behaviour at base-line, post-intervention and at six month follow-up. In addition, parents completed an adaptation of the Alabama Parenting Questionnaire (APQ; Shelton, Frick, & Wooton, 1996) to determine parent’s management practices over the same time periods of the evaluation. DSM-IV diagnostic interviews were also completed at six-month follow-up using the Diagnostic Interview Schedule for Children, Adolescents and Parents (DISCAP) (Holland & Dadds, 1997) to determine those children who met sub-clinical and full clinical diagnoses at post-intervention.

Teachers involved in the evaluation completed the teachers’ version of the Strengths and Difficulties Questionnaire (SDQ – Teacher; Goodman, 1997), at base line, post intervention and 6-month follow-up. Peer ratings were also completed using the Peer Nomination Interview Schedule (Larmar & Dadds, 2002), at baseline, post-intervention and six-month follow-up.
A series of measures were also administered to teacher and parents participants at post-intervention to determine participant satisfaction with the EI program design and implementation process. These measures included the Teacher Self Report (TSR), (Larmar & Dadds, 2002) and the Parent Self Report (PSR) (Larmar & Dadds, 2002).

The results of the EI evaluation lend support for the school component of the program in reducing the incidence of challenging behaviour over time. At post-intervention the findings drawn from teacher responses derived from the SDQ revealed a significant reduction in challenging behaviours in children in the experimental group in comparison to children assigned to control conditions. In contrast, findings at the level of the home based on the SDQ and APQ questionnaires revealed no significant effects on all measures. However, existing research in prevention would suggest that the home component of the EI intervention should serve to reduce the incidence of challenging behaviour in young children. A likely explanation of the limited effects of the home component of the EI intervention was the minimal engagement of parents of indicated children in the parent-training sessions facilitated during the evaluation period. Approximately 80% of parents of indicated children only participated in a third of the parenting program resulting in a reduced dosage that may have influenced the level of behaviour change in participating children. Despite limited changes at the level of the home, the evaluation did reveal high levels of satisfaction in terms of the program’s utility across a range of home and preschool settings. A full description of findings from the EI evaluation can be found in Larmar et al. (2006).
Recommendations

A number of recommendations focussing on the facilitation of early intervention and prevention programs can be made that have been informed through the implementation and evaluation of the EI program. The most significant challenge experienced in the administration of the EI program involved the minimal engagement of families of children identified as more at-risk for ongoing challenging behaviours. The parent training sessions were conducted during a school evening, which may have contributed to limited attendance. Providing further opportunities conducive to maximum attendance may have assisted in increasing the impact of the program on a larger population of families. The alternative provision of home visits to provide one-on-one support for parents could also assist in enhancing the effectiveness of programs such as EI. However, this approach would be contingent on the resources available within a specific community and raises questions around the sustainability of such strategies to engage vulnerable families.

Given that the EI intervention is a universal program, the implementation process is enhanced through a key individual adopting the role of program facilitator. The program structure and manuals were designed to minimise the requirement for a specialist consultant given that such an approach is not sustainable in regular school settings. However, the professional oversight of the program by an experienced teacher, school principal or guidance officer would benefit the implementation process.

Finally, for class or school groups with a higher population of children with challenging behaviours, the use of group based approaches, particularly
for the individual component of the EI program would be highly advantageous. Given that many schools are under-resourced, the use of group work can serve to maximise the use of specialist personnel in reaching identified groups of individuals with special needs. Further, the use of group work can promote positive dynamics including peer modelling and relationship building opportunities that foster additional peer support.

Future Research

Based on findings that have emerged through the EI evaluation, a number of recommendations can be made that serve to direct future research in early intervention and prevention. The EI program has been identified as an existing intervention framework that promotes strengths-based approaches that draw on individual’s capacities. However, future work in the area of prevention needs to give consideration to the development of programs informed by philosophies that promote the building of capacities in contrast to those that focus on deficits and the language of pathology. Further, future approaches to the prevention of challenging behaviours in children need to consider program frameworks and subsequent strategies that successfully engage more susceptible children and their families. The majority of existing interventions fail to address significant barriers to engagement that prevent children and families most in need of assistance from accessing support. Finally, early intervention and prevention programs must give consideration to design factors that make such programs easily disseminable within regular community populations. Many intervention frameworks rely on the expertise of trained consultants who do not work in, or are unfamiliar with early childhood
settings, to implement and facilitate programs and therefore do not allow for transferability across a range of contexts.

**Conclusion**

This paper has provided an overview of the EI program, a recently evaluated early intervention and prevention program for children with challenging behaviours. The home and school components of the program’s framework were identified in order to highlight how the intervention serves to assist children who are more susceptible to the development of challenging behaviours. Discussion also emphasised the strengths-based philosophy underpinning the program and specific strategies embedded in the program’s curriculum that emphasise children and family’s strengths and resources. Further, a summary of findings drawn from a recent evaluation of the program was presented that provides support for the program’s effectiveness in reducing the incidence of challenging behaviours in young children, including its utility across a range of early childhood contexts. Consideration was also given to specific recommendations that serve to inform existing practices in the implementation of early intervention programs. Finally, future research in the design and implementation of early intervention and prevention frameworks were highlighted as a means of informing future practice in the science of prevention.
References


