

From Parents to Premiers:



A Provincial Perspective on Improving Services for Children to Prevent Violence in Canada

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Early Childhood and Violence Prevention Colloquium
August 1, 2002 - McGill University - Montreal, Quebec, Canada



Putting children and families first



How Does Research Help in Building and Establishing Programs?

- Addresses key implementation questions
- Common themes across 6 expert research review papers on child development* and services:**
 - WHO: everyone from parents to premiers
 - WHAT: multiyear, multicomponent, multimodal interventions; special attention to parenting
 - WHERE: family, preschool, school, neighbourhood, community, society, i.e., multilevel, multiecological
 - WHEN: early childhood - prenatal through preschool

Bridging Government and Community: Manitoba's Intersectoral Structures and ECD Continuum

- Healthy Child Committee of Cabinet
- Healthy Child Deputies' Committee
- Healthy Child Interdepartmental Committees

KNOWLEDGE



ACTION

- Citizens and communities
 - Parents and families
 - Children and youth
 - Community agencies
- Provincial ECD Committee
- Parent-Child Centred Coalitions



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Challenges in Implementing Programs and Suggestions for Future Research

- HOW best to implement programs?
 - training and host systems*
 - generation, replication, implementation**
 - effectiveness studies with distinctive subgroups of children:
e.g., First Nations, Métis, children with disabilities
- WHY do effective programs work?
 - intragenerational and intergenerational mechanisms
 - mediators and moderators

Sources: * Lochman, 2002; ** Domitrovich & Greenberg, 2002



Challenges in Implementing Programs and Suggestions for Future Research

- **HOW MUCH?**

- assessing cost-effectiveness and cost-benefits*
- making policy choices and public investments*

- **What is the value of early intervention?***

- public understanding, acceptance, demand

- **Translational research: from knowledge to action**

- **Intervention evaluations within longitudinal studies**

- **Working together . . . the road ahead**

Sources: * National Research Council & Institute of Medicine, 2000



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