



Positive intervention is part of a developmental approach that focuses on a ***strong adult-child relationship***, which is essential to the development of the child's potential.

The goal of the intervention is to ***promote positive mental health and develop the child's socioemotional skills*** by creating conditions that allow the child to grow and that foster emotional maturity¹.

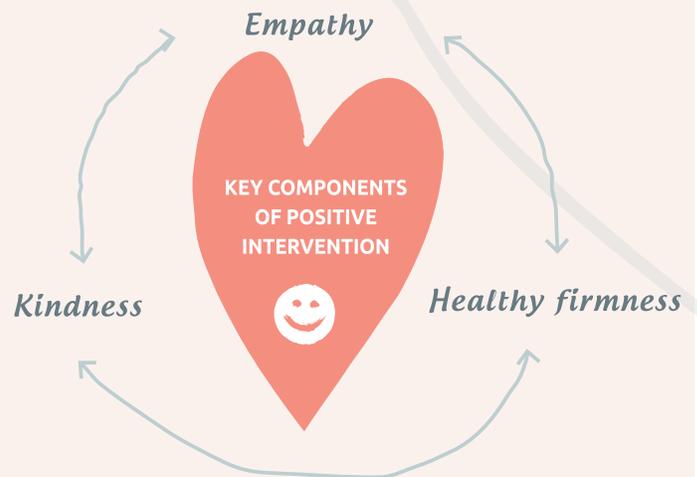
The adult should always keep in mind that they are a role model for the child.

The foundations of **POSITIVE INTERVENTION**

- Children want to be happy. This requires the presence of engaging, mature, empathetic, caring, responsible, and strong adults.
- Children do the best they can with what they have and what they are at the time.
- Children instinctively seek to attach themselves to adults who demonstrate a willingness to care for them.
- Children try to communicate through their behaviour.
- Children have an immense need for emotional security from an adult.
- Children need encouragement and positive role models that set an example of what is expected.

Multiple benefits of **POSITIVE INTERVENTION**

- Promotes the development of emotional and relational intelligence as well as learning skills.
- Promotes the development of certain skills essential to health, well-being, and educational success: self-esteem, cooperation, motivation, sense of responsibility, openness, problem-solving skills, caring, empathy, and social interaction skills.
- Is consistent with the ÉKIP reference framework (developed by the Ministère de la Santé et des Services sociaux and the Ministère de l'Éducation et de l'Enseignement supérieur in order to implement effective actions to promote student perseverance and educational success).



ROLE OF PUBLIC HEALTH

The psychosocial workers of the Direction de santé publique (DSPublique) guidance and support to offer educational childcare centres and schools in planning and implementing positive interventions. Specifically, they can:



- Mobilize stakeholders around positive mental health and positive intervention.
- Offer positive intervention awareness workshops in order to provide a welcoming, safe, and caring environment.
- Accompany and support staff to better meet the needs of children.
- Develop concrete actions and means to promote attachment, empathy, kindness, and healthy firmness.
- Plan and carry out activities and adapt the tools used (e.g., instructions).



- Hold positive-intervention awareness workshops.
- Provide preventive group interventions to parents or the community.

Positive intervention is implemented for and with the community according to the needs and different contexts.

Context

OF POSITIVE INTERVENTION

The Direction de santé publique (DSPublique) de l'Estrie is concerned about the results of the Québec Survey on Child Development in Kindergarten (2017)². The vulnerability rate of children in at least one developmental area has increased since 2012 (from 26.8% to 29.4%). Of particular concern are the results in the areas of emotional maturity (from 10.1% to 13.3%) and social skills (from 9.7% to 12.6%).

DSPublique has chosen to modify its service offering to include positive intervention and the development of socioemotional skills as a means to promote positive mental health in children. It is positioned upstream of mental-health issues.

Information :

Contact the psychosocial public health worker:

Visit santeestrie.qc.ca/interventionpositive
(In French only).

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² Gouvernement du Québec (2017). Québec Survey of Child Development in Kindergarten in Estrie. Retrieved from: http://www.eqdem.stat.gouv.qc.ca/index_an.html