



boscoville  
innover pour la jeunesse



**Activity  
report**

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# Introductory remarks



**Annie Fournier**  
Executive director



**Louise Geoffrion**  
Chair of the board  
of directors

**Some years move an organization forward. Others transform it more profoundly. The period of 2025-2026 is one of them.**

Not because it was the most spectacular, but because it allowed us to consolidate what matters most, to clarify our direction and to grow Boscoville with coherence, rigour and ambition. Guided by our 2024-2027 strategic plan, our organization has continued to evolve – to better support the communities that work alongside young people, and to strengthen our contribution to prevention and psychosocial intervention.

Over the past year, we've multiplied our meetings, conversations and connections with stakeholders across the network and with various partners. These exchanges have helped raise awareness of Boscoville's current mission, showcase our diverse expertise and, above all, confirm a conviction we hold deeply: it is by working together, by sharing knowledge and joining forces, that we can sustainably advance practices for the benefit of young people and their families.

This year also built on the significant momentum of innovation launched at the end of the previous year, most notably through the completion of our first self-supporting training program developed using a hybrid E-learning approach. This milestone was an important one for Boscoville, as it opened the door to new ways of making our knowledge

more accessible, modular and adapted to the realities of the field. In the same spirit, several programs are continuing their evolution toward formats that combine digital content with human support, with an aim to foster lasting adoption of practices in the field.

The rollout of the Hélys program is also continuing with ambition. Born from a co-creation process with several network partners, it is a concrete expression of our desire to strengthen our contribution to prevention, particularly in the area of parenting support and child development from the earliest age. The development of the *Digital wellbeing ages 0-5* program is part of this same commitment, as an organization that chooses to invest in new areas of action to respond to emerging realities, with the same standard of relevance, rigour and utility.

These advances are part of a broader transformation. Once recognized as a rehabilitation centre, Boscoville has been undergoing an evolution for several years now. Our work fits more and more clearly into a continuum that runs from prevention to intervention. Rather than a break from our past, this shift is a natural extension of our history, our expertise and our commitment to being present where our actions can make a real difference. This takes shape in a more diversified offering and a growing presence across regions.

But beyond the projects, programs and initiatives, it is the people who make this evolution possible.

Behind every step forward is our dedicated, skilled and deeply committed team. From management to the development and deployment teams in the project office, each and every person contributes to building a stronger, more cohesive and better-equipped organization. This work is one of Boscoville's greatest strengths – a shared collective intelligence united around a shared mission.

We have also invested in our ability to better communicate who we are. Strengthening our digital products, communications and marketing helps us showcase our expertise, the quality of our tools and the relevance of our approaches. Raising Boscoville's profile also means ensuring that change-driving practices can reach more children and young people.

In this evolution, one thing remains unchanged: people remain at the heart of it all. While technology allows us to be more effective and for partnerships to have greater impact, it is always the quality of relationships, the trust built with our partners in the field, and the commitment of the people who give meaning to our work that matter most.

We are also fortunate to have a precious support community. The engagement of our board of directors, the trust of our partners, and the support of the *Ministère de la Santé et des Services sociaux* and funders such as *Réseau réussite Montréal* along with the *Fondation des jeunes de la DPJ* all contribute, in their own way, to making this journey possible. To everyone who takes part in Boscoville's evolution, we'd like to express our most sincere gratitude.

The year ahead rests on stronger foundations. It invites us to continue developing our programs, deepening our collaborations and exploring new possibilities for action with confidence. More than ever, we want to be present where needs emerge, be useful where practices must evolve and be bold where we need to think differently.

**Annie Fournier**  
Executive director

**Louise Geoffrion**  
Chair of the board  
of directors







# Our vision

## Innovation as a driver of transformation

Innovation is at the heart of Boscoville's identity and the way we put our mission into action. For decades, we have been able to get ahead of needs by questioning, by acting, and by creating thoughtfully designed, tailored programs grounded in evidence-based approaches. It is precisely this ability to read emerging realities, mobilize the most relevant expertise and turn our observations into concrete action that sets Boscoville apart in Quebec's psychosocial landscape. For us, innovation means responding responsibly to the evolving needs of young people and the communities that support them.

Over the past year, Boscoville joined the *Réseau québécois en innovation sociale* (RQIS), a move that is consistent with our positioning in social innovation and reaffirms what has driven us since we started our: responding to the ever-evolving needs of Quebec youth by advancing our practices with rigour.

## Choosing to act early

The popular expression 'an ounce of prevention is worth a pound of cure' carries, beneath its familiar surface, a clinical and social truth of considerable reach.

It is one of the guiding principles to emerge from the work of the *Commission spéciale sur les droits des enfants et la protection de la jeunesse*, chaired by Régine Laurent, starting in 2019.

Its recommendations forcefully reaffirmed the imperative of investing upstream, well before vulnerable situations solidify and call for more intensive intervention.

First-line programs allow us to act upstream by supporting young people and their communities, strengthening protective factors and intervening early, all to prevent the escalation of situations that might otherwise require more specialized services.

A caring society has a duty to act early, so that its children can benefit from healthy development right from the start.

Boscoville has chosen to embrace this principle and to strategically strengthen its universal prevention program offering with this precise goal in mind.

# Message from the Director of Programs

Over the past year, our team continued its work with rigour and commitment, in a context marked by growing demand from our partners in the field and an ever-diversifying range of collaborations. We have evolved our practices to ensure our programs remain accessible and deeply rooted in the realities of the field.

In 2025-2026, Boscoville completed 114 training and support agreements across Quebec, reaching nearly 1,400 practitioners working with young people and their families. These collaborations supported the adoption and strengthening of practices across a variety of settings, enabling more young people and families to benefit from interventions tailored to their realities.

We have also continued adapting and translating certain programs for English-speaking communities, in a context where inequities in access to psychosocial services in English remain present in Quebec. This effort, combined with a training and support offering in English, aims to better serve these communities and reduce certain gaps in access to services.

At the same time, we began developing a program for young children focused on digital balance and the parent-child

relationship. The mobilization of key stakeholders and the interest generated by this project confirm the need for this initiative and our commitment to acting in prevention for families and children.

In addition, we reached out to young people who have gone through the youth protection system and are now transitioning to adulthood, to better understand the challenges they face and identify gaps in the current service offering. This initiative reaffirms our commitment to centring young people's voices and their ability to contribute to decisions that affect them.

This year was also marked by a strengthening of our collaborations with the *Ministère de la Santé et des Services sociaux* and *Santé Québec*. Boscoville was notably mandated to help develop training content for new practitioners in youth rehabilitation centres for youth with adjustment disorders (CRJDA), as well as to help revise the youth protection reference manual.

I am particularly proud of the progress we have made. Our team has maintained an essential balance between the standards of development, the quality of deployment and attentiveness to the realities of the field.

They have done so with heart and a genuine concern for the young people, families and communities we support.

It is this collective capacity to move forward with coherence and commitment that allows us to continue supporting young people and their families.



**Simina Stan**  
Director of Programs



## Essential partners in our mission

The achievements presented in this annual report are made possible by the trust of financial partners who play a valuable role in helping us advance prevention, share knowledge and strengthen our value in the field.

Thanks to their support, Boscoville can transform knowledge into concrete tools, support organizations in evolving their practices and contribute to lasting change for the benefit of young people and families.

We sincerely thank them for their commitment and their trust.

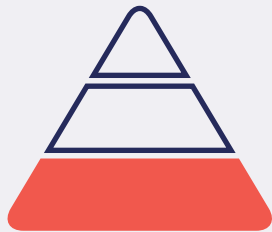
- *Ministère de la Santé et des Services sociaux*
- *Fondation des jeunes de la DPJ*
- *Réseau réussite Montréal (RRM)*



Réseau réussite  
Montréal

# A continuum of action to support young people

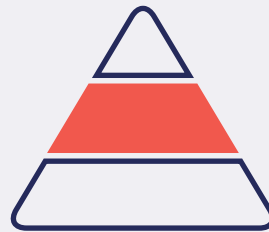
Boscoville's work spans a continuum from universal prevention to more targeted or specialized interventions. This range helps clarify what each program is designed to do. Some are built to act early and reach as many people as possible, while others support young people, families or communities facing more complex situations.



Universal

## LEVEL 1

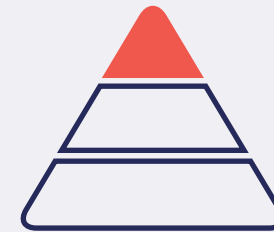
**First-level interventions**, known as universal interventions, are aimed at all young people and their families. They focus primarily on promoting well-being, developing personal and social skills, and preventing psychosocial difficulties.



Targeted

## LEVEL 2

**Second-level interventions** are aimed at young people and families showing signs of difficulty or who are at greater risk, even after exposure to universal interventions. They offer additional support to prevent issues from worsening while responding to each person's specific needs.



Indicated

## LEVEL 3

**Third-level interventions** provide more intensive, personalized support for young people and families for whom first- and second-level interventions were not sufficient to meet their needs. They are designed for those presenting complex or persistent situations that require a concerted response from various professionals.

**Programs being  
developed**





## Where rigor meets innovation

At Boscoville, program development is grounded in a thorough, evidence-based process drawing on the most current research. This process relies on close collaboration with researchers, clinicians and recognized experts in their fields.

Added to this exacting standard is a constant attentiveness to the realities of the field. Throughout the development process, Boscoville works in partnership with practitioners and with the people for whom its programs are designed. This collaboration helps guide choices, test them in real-world settings and validate their relevance in context.

It is in this alliance between scientific knowledge, field expertise and lived experience that programs are born – adapted to the needs of young people, families and the communities that surround them.

Programs are presented according to their level of intervention, ranging from universal prevention to more targeted or specialized interventions.



## Strengthening the parent-teen relationship

**Héllys 12-17 is a parenting support program for frontline practitioners who work with parents of teenagers aged 12 to 17. It offers concrete reference points, content and tools to support parents in their educational practices, family communication and the parent-teen relationship through a preventive approach adapted to the realities of adolescence.**

### Foundations and development

Héllys 12-17 draws on current scientific knowledge in parenting support, adolescent development, positive educational practices and the prevention of family vulnerability factors. It was developed through a rigorous research and development process, in collaboration with partners in the field, parents and an associate researcher.

### Objective

To equip practitioners so they can support parents in adopting positive educational practices adapted to adolescence, foster the quality of family communication and strengthen the parent-teen relationship, with a view to preventing difficulties that could put families at risk.

### Target audience for training and support

Practitioners who work with parents of teenagers aged 12 to 17.

### Settings

Community organizations, health and social services network, early childhood services and schools.

### Partnerships

The program is part of a collaborative process involving partners from research, the public health network, community organizations and organizations working with families. The *Direction régionale de santé publique de Montréal* and *Réseau réussite Montréal* (RRM) are notably involved in supporting its Montreal rollout.

### Associate researcher

**Marie-Ève Clément, Ph. D.**

Full Professor, Department of  
Psychoeducation and Psychology,  
*Université du Québec en Outaouais*

### This year's progress

Over the course of the year, Boscoville continued its work consolidating **Héllys 12-17** in preparation for deployment. The program content was revised based on findings from the pilot phase, then enriched through intercultural validation. The final version of the program also underwent a full linguistic review and graphic production process.

To support its accessibility, the program was translated into English and four new audio segments were recorded in English with specialists. This work marked an important step toward transferring the program to the teams responsible for its deployment.



**Adolescence is a period of significant change, for young people and their parents alike. Héllys 12-17 offers a space to better understand these transformations, adjust certain parenting practices and foster a more positive and constructive parent-teen relationship.**

- Caroline Apotheloz,  
Development Agent





# Digital wellbeing

## Ages 0-5

### Growing up with balance in the digital age

Digital wellbeing ages 0-5 is a project designed to support the communities that work with young children and their families in developing healthy digital habits. The project has two complementary components. The family component offers tools, content and awareness activities to equip parents in managing the place of technology in daily life, in a preventive, concrete and non-judgmental way. The community component aims to support settings, organizations and practitioners in creating environments conducive to balanced technology use, in line with the developmental needs of children aged 0 to 5 and the realities of families.

#### Practitioners trained and supported

Practitioners and the settings that work with families of children aged 0 to 5.

#### Grounded in

The program draws on the ecological approach, an adaptation of the Icelandic prevention model for the community component, attachment theory and social learning for the family component, as well as a collaborative approach in the facilitation of workshops.

#### Objective

To equip settings and practitioners so they can support parents in developing healthy digital habits adapted to the needs of children aged 0 to 5 and the realities of families. The project also aims to reduce technoference – the effect that screen use or digital devices can have on parental availability, attention to the child and the quality of parent-child interactions.

#### Available for the following settings

Community organizations, early childhood services and schools.



#### Associate researchers

##### Andréanne Gagné

Full Professor, Faculty of Education Sciences, Department of Teaching and Learning Studies, *Université Laval*

##### Caroline Fitzpatrick, Ph. D.

Associate Professor, Department of Preschool and Elementary Education, *Université de Sherbrooke*



## Partnerships

The **Digital wellbeing ages 0-5** project is built on a collaborative process bringing together partners from public health, research, early childhood, community organizations and organizations working with families. This collaboration takes shape through several committees, including a strategic committee, an advisory committee, an expert committee and a parent-user committee.

The strategic committee notably includes the AQCPE, *Naître et grandir*, *l'Observatoire des tout-petits*, M361, the *Direction régionale de santé publique de Montréal*, the FQOCF, le *Collectif petite enfance* and the CSSSPNQL. Representatives from early childhood centres, public health directorates, social pediatrics centres, community organizations, coalitions and the university community also contribute to the other committees.

This mobilization helps ground the project in the realities of the field, support content validation and guide the next steps of development and piloting.

## Key achievements

This year marked important milestones in the development of the Digital wellbeing ages 0-5. Existing practices and family needs were documented, notably through a survey of 500 parents. This work helped shape both components of the project – family and community – and helped us develop early program materials for families. At the same time, we structured the research process in collaboration with Andréanne Gagné, a professor at *Université Laval*, to evaluate the project during its pilot phase.



**Digital habits are formed in the very first years of life, at a time when the brain is particularly sensitive to lived experiences. Acting early with parents means investing in the conditions that support children's overall development.**

- Cynthia Tanguay,  
Développement Agent







*Soutien au comportement positif au secondaire*

## School culture as a driver of success

The Soutien au comportement positif (SCP) program, based on the Positive Behavioral Interventions and Supports (PBIS) approach, is a universal, school-wide approach designed to organize the school environment to offer students a predictable, positive, safe and coherent setting. With the addition of social-emotional learning (SEL), the program also supports the development of students' personal and social skills while fostering their well-being and academic success.

### Practitioners trained and supported

School teams in secondary schools looking to implement a structured approach to positive behaviour support and social-emotional learning.

### Objective

To support school teams in implementing a systemic approach that makes the school environment more predictable, positive and coherent. The proposed strategies aim to develop students' personal and social skills, foster a safe school climate, prevent disruptive behaviours, improve student well-being and support academic success.

### Grounded in

SCP is based on a three-level intervention framework developed from the response-to-intervention (RTI) model, applied behaviour analysis (ABA) and Bandura's social learning theory. The addition of social-emotional learning draws notably on socio-cognitive and cognitive-behavioural approaches, Bronfenbrenner's ecological model and the principles of positive psychology.

### Available for the following settings

Early childhood services and schools.



### Associate researchers

#### Éric Morissette

Faculty of Education Sciences,  
Department of Educational  
Administration and Foundations,  
*Université de Montréal*

#### Mélissa Goulet, Ph. D., ps. Éd

Professor, Department of Specialized  
Education and Training,  
*Université du Québec à Montréal*



## Key achievements

Over the course of the year, work on the **SCP** program continued with the establishment of a collaborative partnership with Éric Morissette and Mélissa Goulet. The program's theoretical foundations and proposed implementation strategies were reviewed to support its evolution and adaptation to the current needs of school settings. This revision led to the integration of a social-emotional learning component into the program. In parallel, committees bringing together partners from the school network were created and facilitated to inform reflections and guide the next phases of development.



**[...] I want to highlight the importance of integrating a social-emotional component, which will enrich the program's offering in a meaningful, structural way. This evolution fosters alignment with ministerial directions, particularly those related to the well-being framework, while supporting the development of 21st-century skills.**



- Mélissa Goulet,  
Associate researcher





## Digital pedagogy

### Psychosocial innovation at your fingertips

**Blues is a brief group intervention designed to reduce symptoms of depression in young people. The program's implementation has been enhanced through a hybrid E-learning transformation aimed at practitioners to support facilitation, content adoption and coherent deployment in the field.**

#### Practitioners trained and supported

Settings and practitioners who work with young people aged 12 to 25 presenting symptoms of depression.

#### Grounded in

The cognitive-behavioural approach. The Blues program is a Quebec adaptation of the Blues Program developed in the United States at the Oregon Research Institute by Stice and Rhode (2008).

#### Objective

To enhance the implementation of the Blues program through the integration of hybrid E-learning tools for practitioners, in order to support facilitation, foster content adoption and promote a more structured, flexible and coherent delivery of the program.

#### Available for the following settings

Health and social services network, early childhood services and schools, and community organizations.

#### Key achievements

This year, program development continued with the creation of online training content and self-supporting materials designed to support lasting adoption by settings in the field. Programming work, carried out with partners at Hybformation, helped advance the implementation of the necessary digital tools. A transfer plan toward deployment was also defined to ensure a structured transition to the next steps.

#### Partnership

Hybformation



**The hybrid E-learning adaptation of Blues training aims to make the training more accessible and flexible in order to meet the diverse realities of the field.**

- Agate Donner,  
Développement Agent



#### Associate researcher

The hybrid E-learning transformation builds on the existing program, developed with the collaboration of the associate researchers involved in its Quebec adaptation.





## Accelerating the transfer of trauma expertise

Pingouin-Polaris is a program that supports rehabilitation settings in implementing trauma-informed practices for young people aged 6 to 17. This version of the program's implementation has been enhanced through a hybrid E-learning transformation aimed at practitioners, in order to facilitate access to content, support the adoption of practices and respond to the flexibility needs expressed by settings in the field.

### Practitioners trained and supported

Settings and practitioners who work with young people aged 6 to 17 receiving care in rehabilitation centres under the Youth Protection Act.

### Objective

To support practitioners in adopting and implementing trauma-informed rehabilitation practices through a flexible hybrid E-learning format designed to facilitate access to content, consolidate learning, allow for catch-up as needed and better respond to the realities of rehabilitation settings.

### Grounded in

The program draws on the trauma-informed approach, the Attachment, Regulation and Competency (ARC) framework and Positive Behavioural Interventions and Supports (PBIS).

### Available for the following settings

Health and social services network.

### Key achievements

Work carried out this year helped advance the development of online training content and move forward with programming in collaboration with partners at Hybformation. An outcome evaluation module was also integrated directly into the learning platform to support tracking of the program's results. In parallel, a transfer plan toward deployment was defined to prepare the next implementation steps.

### Associate researcher

The hybrid E-learning transformation builds on the existing program, developed from recognized scientific foundations and with the contribution of the associate researchers involved in the program.



**The use of hybrid E-learning is very important to us at Boscoville because we are aware of the challenges posed by staff turnover and onboarding. With more easily accessible content, we want to offer our partners more flexible access to quality training.**

- Frédérick Martin,  
Program development coordinator



## Preventing family breakdown

**Versant is a family intervention program for practitioners in community rehabilitation services. It is designed to equip them to support families of young people aged 6 to 17 followed in contexts of neglect or serious behavioural problems, with the aim of reducing the risk of placement and helping bring an end to situations compromising the child's security or development.**

### Practitioners trained and supported

Practitioners in community rehabilitation services who work with young people aged 6 to 17 and their families in contexts of neglect or serious behavioural problems.

### Grounded in

The program is grounded in the ecological systems theory of human development, family systems theory, the concept of family functioning, the Integrative Model of Family Functioning, and the Family Functioning Conceptual Map (Pauzé, 2020), which serves as the core tool of the Versant program. It also adopts a collaborative approach as its guiding intervention framework.

### Key achievements

We completed the final edition of the program, including a linguistic review and graphic production of the materials. This step prepared the program for transfer to the deployment teams.

### Objective

To train and support practitioners in strengthening their capacity to support family functioning and structure their clinical practice with families. Versant equips them to intervene on key components of family functioning – family organization, cohesion, problem-solving and communication. Using the Family Functioning Conceptual Map and concrete tools, the program supports coherent interventions centred on family dynamics and the effectiveness of professional practices, with the goal of preventing placements and helping bring an end to situations compromising the child's security or development.

### Available for the following settings

Health and social services network

### Partnership

*Centre de recherche universitaire sur les jeunes et les familles (CRUJeF)*



### Associate researchers

**Ève Pouliot, Ph. D. LL.B.**

Associate Professor, Department of Humanities and Social Sciences, *Université du Québec à Chicoutimi*

**Marie-Claude Simard, Ph. D., t.s.**

Associate Professor, Department of Humanities and Social Sciences, *Université du Québec à Chicoutimi*



## Other projects in development

### Transition to adulthood (TVA)

With funding from the *Fondation des jeunes de la DPJ*, Boscoville has launched a consultation phase aimed at better documenting the needs related to services and supports offered to young people from rehabilitation centres who are preparing to transition to adulthood.

This process is being carried out in collaboration with peer researchers – people with lived expertise. Their contribution helps ground the consultation in the real experiences of the young people concerned. Deployed across three regions of Quebec, this consultation aims to gather the perspectives of young people currently in care, as well as those of practitioners and managers.

In parallel, the team is conducting an analysis of various existing services and programs related to support for the transition to adulthood. The goal of the Transition to Adulthood project is to document the obstacles encountered and identify concrete avenues for improving the support offered during this pivotal stage, one for which the literature highlights heightened vulnerabilities among young people from the youth protection system.

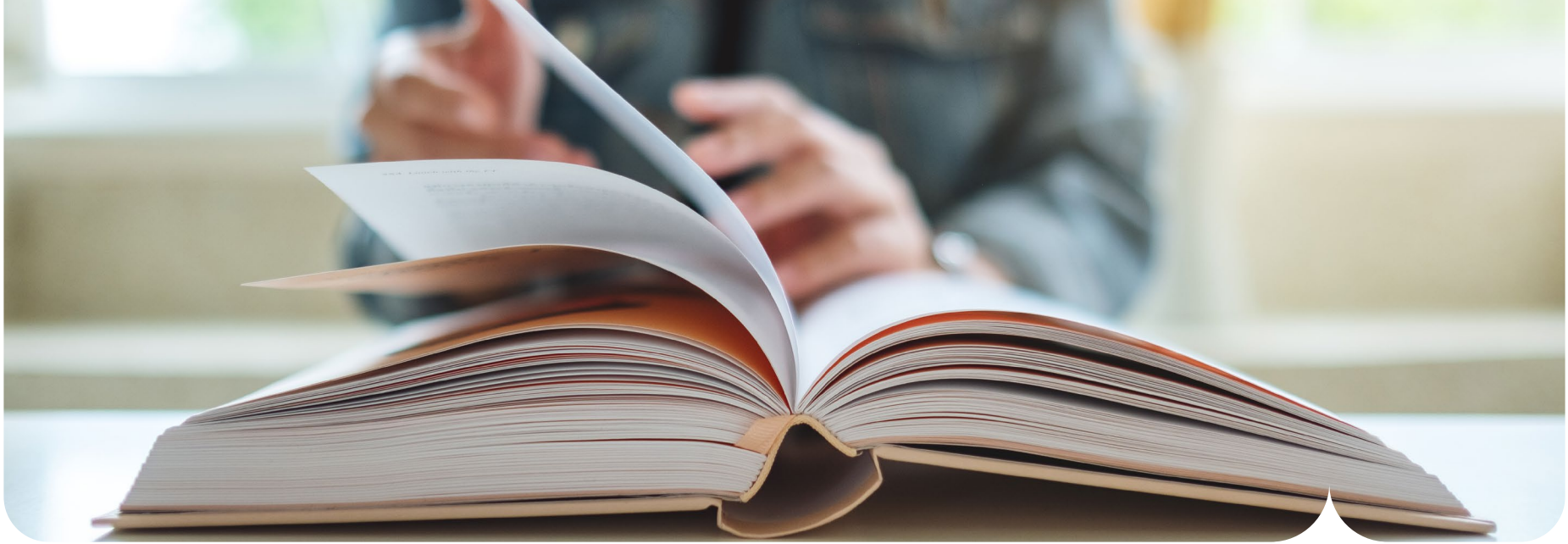


**The statistics speak for themselves. We need to find new pathways for young people from the DYP transitioning to independent living. Building the future means listening first. By integrating young people's voices at the heart of a shared diagnostic process with clinicians, we believe the initial phase of this project will be able to define clear parameters for turning reflections into concrete, innovative and relevant actions in service of this transition. This project is great news for young people! The Fondation des jeunes de la DYP is proud to financially support Boscoville's TVA project, a partner renowned for the quality of its expertise and its commitment to DYP youth.**

– Fondation des jeunes de la DPJ







### **Onboarding, orientation and integration program (PAOI) for program staff - youth with adjustment disorders services**

In response to a request from *Santé Québec*, Boscoville undertook the mandate of developing training content for new practitioners.

This initiative is part of a project led by *Santé Québec*, carried out in collaboration with a multidisciplinary team from various public and parapublic organizations. It aims to equip future employees across the network with a coherent practice framework grounded in current knowledge and evidence in the field.

This mandate reflects the close collaboration developing between Boscoville and government bodies, particularly in the areas of methodology, knowledge transfer and training.

### **Participation in the DYP reference manual revision project**

As part of the modernization project for the MSSS's LPJ reference manual, led by the *Direction des services de protection de la jeunesse*, in collaboration with First Nations and Inuit communities, Boscoville began contributing to the revision work by dedicating a resource to support the drafting of content.

Boscoville is also participating in reflections around best practices for knowledge transfer and adoption of the manual by practitioners, with a view to supporting concrete use of the new version of the reference manual. This contribution reflects our commitment to supporting the MSSS in developing tools that strengthen practices in youth protection.



**Programs being  
deployed**



## From need to impact in the field

The deployment of Boscoville's programs rests on a distinctive strength: supporting settings in the adoption, implementation and sustainability of new practices. Led by a specialized team, this structured support helps practitioners and managers at every stage of implementation, taking into account the specific realities of each setting.

Beyond initial training, the deployment approach is part of a continuous process, from exploration to sustainability. It aims to support program loyalty, to adapt implementation strategies to local contexts and to maintain close connections with settings in the field.

Programs are presented according to their level of intervention, ranging from universal prevention to more targeted or specialized interventions.



## 2025-2026 by numbers

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**114**

ongoing agreements to train or support settings in the field.

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**64**

new agreements signed during the year.

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**1 400**

practitioners trained or supported in implementation.



## Equip parents to support their children

Héllys 6-11 is a universal parenting prevention and support program for practitioners who work with parents of children aged 6 to 11. It aims to equip these practitioners so they can support parents in understanding their child's needs, adjusting their educational practices and strengthening their sense of parental competency.

The program responds to a need identified by the *Commission spéciale sur les droits des enfants et la protection de la jeunesse*: to "deploy a parenting support program for parents, as part of the basic preventive service offering," with the goal of "supporting parents to better help their children."

**Settings : Community organizations, health and social services network, early childhood services and schools.**

« **From a public health perspective, the great strength of the Héllys 6-11 program lies in its ability to strengthen parents' sense of competency. By equipping parents in a simple and practical way, Héllys contributes directly to the well-being of families and the development of children.** »

- Laurence Boucheron,  
Head of Perinatal, childhood, family and community services, Direction régionale de santé publique



In **2025-2026**

**19**

ongoing agreements to train or support settings in the field.

**17**

new agreements signed during the year.

**65**

practitioners trained or supported in implementation.

Close to  
**250**

parents who benefited from the program.



Boscoville also shared its expertise with Montreal Public Health as part of a partner-trainer training. This approach enables trained practitioners to support other practitioners in settings looking to implement the **Hély's 6-11** program on the island of Montreal. This approach helps broaden the program's reach and connect with a greater number of settings, parents and children.

« **Hély's 6-11 concretely meets the needs of parents and integrates naturally into our service offering. Over time, the program has become a cornerstone of our annual programming. We have also greatly appreciated the support of Boscoville's deployment team, whose attentive and tailored accompaniment has greatly facilitated implementation. This support has helped us better structure our practices and adjust our deployment to fit our organizational reality.** »

- Leila Saiah,  
Specialist advisor, École-Famille-Communauté  
Program, Les YMCA du Québec





Positive Behavioral Interventions and Supports

## Creating a climate conducive to learning

SCP is a program designed to equip school teams to establish a predictable, positive and coherent environment for all elementary school students. Deployed at the school-wide level, the program is based on an ecosystemic approach that mobilizes all staff and community members around shared practices and consistent messaging for students.

The program supports teams in implementing strategies to foster a healthy school climate conducive to learning, to prevent and reduce problematic behaviours, and to reinforce staff's sense of competency and professional efficacy.

For the program to produce results, it must be understood, adopted and applied in a concerted way by all school staff, practitioners and the school team. This collective mobilization helps create a structured, predictable environment for young people while supporting sustainable implementation of the program.

**Settings : Early childhood services and schools.**

« **Every positive gesture deserves to be recognized, because that is how we build a school climate where everyone can learn, grow and thrive.** »

- Carline,  
School principal



In **2025-2026**

**5**

ongoing agreements to train or support settings in the field.

**2**

new agreements signed during the year.

**345**

school team members trained or supported in implementation.

**More than  
2 700**

young people who benefited from the program.





## Equipping young people to face symptoms of depression

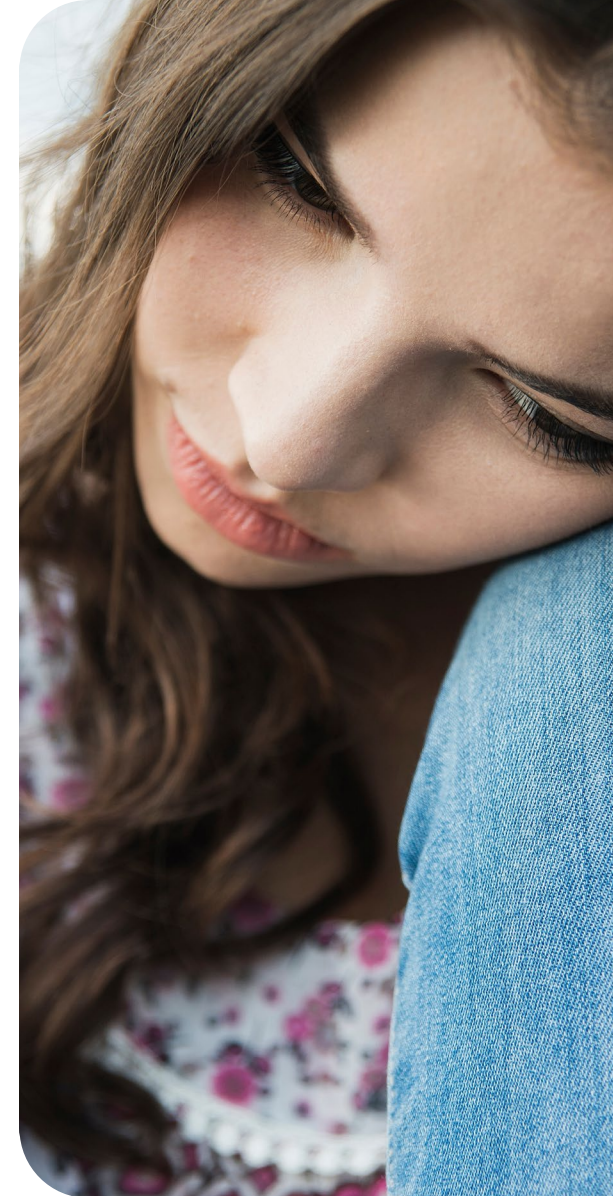
**Blues** is a brief group intervention designed to reduce symptoms of depression in young people. The program equips practitioners to offer structured, evidence-based support grounded in the cognitive-behavioural approach to adolescents.

Through the workshops, young people are guided to recognize certain unhelpful thoughts, develop strategies to transform them into more helpful ones, and gradually re-engage in pleasurable and meaningful activities.

**Settings:** Community organizations, health and social services network, early childhood services and schools.

“The workshops offer participants a space to build connections and share with their peers. Beyond the exchanges, we notice that participants gain confidence in themselves and their abilities, helping them feel calmer and more in control of the situations they face. For many, the workshops become a positive anchor in their school week.”

– Marie-Joëlle,  
Practitioner



In **2025-2026**

**16**

ongoing agreements to train or support settings in the field.

**3**

new agreements signed during the year.

**130**

practitioners trained or supported in implementation.

Approx.  
**100**

**new young people** who benefited from the program.



Groupe de réflexion sur les drogues

## Reducing risk while maintaining dialogue

GRD is a targeted prevention program that equips practitioners working with young people aged 14 to 17 with substance use that is problematic or at risk of becoming so. The program gives practitioners the tools to lead a group process that helps young people reflect on their substance use, reduce associated risks and consequences, develop prosocial skills and, where needed, find the motivation to seek out specialized addiction services.

**Settings: Community organizations, health and social services network, early childhood services and schools.**

**The program celebrated its 20th anniversary this year. Since its creation, more than 3,000 young people have benefited from the program.**

« [The GRD program] allowed me to learn more about substance use and other things. I had a thousand and one questions, and GRD answered all of them. Having little snacks gave me a small boost. GRD helped me a lot in my progress toward sobriety. Today, I am sober and I know that GRD gave me a helping hand. »

- Alice,  
Participant in a 2025-2026 cohort



The team from Trapèze

In **2025-2026**

**26**

ongoing agreements to train or support settings in the field.

**14**

new agreements signed during the year.

**100**

practitioners trained or supported in implementation.

Approx.  
**100**

new young people who benefited from the program.



## Combining success and well-being

**Pastel** is a program that equips practitioners to support high school students experiencing academic performance anxiety. Using a structured group intervention model, the program helps students better understand their anxiety, develop coping strategies and strengthen their sense of competency in a school context.

Parent workshops are also planned and facilitated by practitioners in the field to support parents in better understanding performance anxiety and in supporting their teenagers.

**Settings: Community organizations, health and social services network, early childhood services and schools.**

« **A very well-designed and easy-to-use program.** »

- Ariane,  
Program facilitator in a school setting



In **2025-2026**

**12**

ongoing agreements to train or support settings in the field.

**5**

new agreements signed during the year.

**80**

practitioners trained or supported in implementation.

Environ  
**100**

**new young people** who benefited from the program.





## Reducing the risk of reoffending

**Lotus** is a program for practitioners who work with young people under the Youth Criminal Justice Act (YCJA). It aims to strengthen best practices in intervention with these young people, drawing on the Risk-Need-Responsivity model and a trauma-informed approach.

The program enables practitioners to better assess criminogenic needs, adapt their interventions to the profiles of young people and support a coherent course of care aimed at reducing the risk of reoffending.

**Settings: Health and social services network.**

« **The Lotus program helped my team consolidate its knowledge of best practices in intervention with youth who have committed offences. The support was not only sustained and personalized, but joining the training program also allowed us to become part of an inter-regional community of practice rich in exchanges. [...]**

- Anne-Marie,  
YCJA service manager



In **2025-2026**

**9**

ongoing agreements to train or support settings in the field.

**6**

new agreements signed during the year.

**135**

practitioners trained or supported in implementation.

More than  
**1 350**

**new young people** who benefited from the program.

## Raising awareness of complex trauma

Pingouin-Polaris is a program that supports practitioners in rehabilitation settings in implementing trauma-informed practices for young people aged 6 to 17. The program aims to foster a safe, predictable environment focused on emotional regulation, while reducing the use of punitive approaches such as withdrawal, restraint or isolation. It also contributes to building resilience in young people by multiplying opportunities for positive interactions and supporting the acquisition of key skills.

**Settings: Health and social services network.**

“Boscoville’s model is both modern and grounded in the day-to-day realities of CRJDA settings. It helps restore a healthy sense of confidence and provides caregivers with concrete tools, while fostering emotional expression and skill development in the young people in our care – despite their often trauma-marked histories. In short, Pingouin-Polaris is an opportunity for everyone to grow as human beings. I sincerely hope that all practitioners in helping relationships have the opportunity to discover and adopt this program.”

- Jean-Christophe,  
Life unit manager, CISSS de l’Outaouais



At the CIUSSS de la Capitale-Nationale, young people from the Rivage unit collaborated in creating hoodies bearing the Pingouin-Polaris program logo.

Now in their third year of implementation, engagement and mobilization around this intervention philosophy are strong. The training and efforts invested in the program have brought the team together and generated positive outcomes for young people.

In **2025-2026**

**21**

ongoing agreements to train or support settings in the field (including partner-trainer training).

**11**

new agreements signed during the year.

**230**

practitioners trained or supported in implementation.

Approx.  
**200**

**new young people** who benefited from the program.

# Other programs



## Learning to speak up, with confidence

**BaladOrateur** is an educational activity for teachers working with students in grades 4, 5 and 6. Inspired by the *Programme de formation de l'école québécoise*, it offers a playful experience designed to support the development of basic oral communication skills.

Starting this year, the activity guide adapted to each level, along with multimedia resources, are available for free download to enable elementary school teachers to carry out the activity with their classes.

« **Raphaël loves to read but has never been a fan of reading aloud. This is my third year teaching Raphaël, and I was pleasantly surprised when he read a paragraph to me fluently and with intonation. Before, he read in a very choppy way. He wouldn't pause at the end of sentences, which made it hard to understand him. Now, he has become aware of the impact that fluent reading has on his audience.** »

- Geneviève Cardinal,  
Teacher





# Planning and post-intervention evaluation of a psychoeducational activity

## Making psychoeducation more accessible

This self-supporting training program helps participants learn about, understand and apply the principles of the psychoeducational model in the planning and evaluation of psychoeducational activities.

It gives trained practitioners practical tools and methods for designing activities adapted to the needs of participants, while strengthening their capacity to carry out thorough post-intervention evaluations. This approach leads to better measurement of the effects of activities and more informed adjustments to practice.

These training sessions have attracted participants from a variety of backgrounds looking to discover the fundamentals of psychoeducation and what makes a psychoeducational activity successful.

Its reach has also grown through agreements with *Université de Montréal*, *Université Laval* and *Cégep de Saint-Laurent*, which offer the training regularly in some of their courses – introducing it to future professionals early in their academic journey and supporting knowledge transfer along the way.

Boscoville has also partnered with *l'Institut de Psychoéducation* in France to support the promotion and dissemination of the training. As the only specialized psychoeducation training organization in France, the *Institut* is helping bring Quebec psychoeducation to a transatlantic audience.



This year  
**280**

training registrations  
recorded.

Increase of  
**102%**

compared to last year.



# Programs being deployed

| Programs                                                                                                                         | Training hours | Support hours | Agreement term | Settings served | Deployment settings                                                                                                                                                                                                                                               | Administrative regions                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------|----------------|---------------|----------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>héllys</b><br>ages 6-11                     | 14             | 15            | 1 year         | 19              |          | Laurentides, Montréal                                                                                                                        |
|  <b>héllys</b><br>Partner-trainer<br>ages 6-11  | 26             | 12            | 1 year         | 1               |          | Montréal                                                                                                                                     |
|  <b>héllys</b><br>ages 12-17                    | 14             | 15            | 1 year         | 1               |          | Montréal                                                                                                                                     |
|  <b>héllys</b><br>Partner-trainer<br>ages 12-17 | 26             | 12            | 1 year         | 1               |          | Montréal                                                                                                                                     |
|  <b>scp</b>                                     | 6              | 72            | 2 years        | 5               |                                                                                                                                                                                | Côte-Nord, Estrie,<br>Gaspésie-Îles-de-la-Madeleine,<br>Montréal, Saguenay-Lac-Saint-Jean                                                    |
|  <b>blues</b>                                  | 10,5           | 6             | 1 year         | 16              |       | Bas-Saint-Laurent, Estrie, Lanaudière,<br>Laval, Mauricie, Montérégie,<br>Montréal, Outaouais                                                |
|  <b>grd</b>                                   | 14             | 6             | 1 year         | 26              |    | Bas-Saint-Laurent, Capitale-Nationale,<br>Estrie, Lanaudière, Montréal,<br>Outaouais                                                         |
|  <b>pastel</b>                                | 10,5           | 6             | 1 year         | 12              |                                                                                                                                                                              | Abitibi-Témiscamingue,<br>Bas-Saint-Laurent, Chaudière-<br>Appalaches, Lanaudière,<br>Laurentides, Laval, Montérégie,<br>Montréal, Outaouais |

## Deployment setting legend :



Health and social  
services network



Early childhood services  
and schools



Community  
organizations

# Programs being deployed

| Programs                                                                                                                          | Training hours | Support hours | Agreement term | Settings served | Deployment settings                                                                                                                                                                                                                                         | Administrative regions                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------|---------------|----------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
|  <b>lotus</b>                                    | 7              | 45            | 1 year         | 9               |                                                                                                                                                                          | Bas-Saint-Laurent,<br>Chaudière-Appalaches,<br>Côte-Nord, Estrie                                                                        |
|  <b>pingouin-polaris</b>                         | 42             | 102           | 3 years        | 10              |                                                                                                                                                                          | Capitale-Nationale, Chaudière-Appalaches, Côte-Nord, Laval, Mauricie, Montréal, Nord-du-Québec, Outaouais                               |
|  <b>pingouin-polaris</b><br>Formateur-partenaire | 66             | 50            | 2 years        | 11              |                                                                                                                                                                          | Abitibi-Témiscamingue,<br>Chaudière-Appalaches, Estrie,<br>Gaspésie-Îles-de-la-Madeleine,<br>Laurentides, Laval, Mauricie,<br>Outaouais |
| Planning and post-intervention evaluation of a psychoeducational activity                                                         | 10,5           | -             | -              | 3               |    |                                                                                                                                         |

## Deployment setting legend :



Health and social services network



Early childhood services and schools



Community organizations



**Organizations across  
Quebec that have  
placed their trust in us**



# Organizations across Quebec that have placed their trust in us



- CISSS de Chaudière-Appalaches
- CISSS de la Côte-Nord
- CISSS de la Gaspésie
- CISSS de la Mauricie-et-du-Centre-du-Québec
- CISSS de l'Abitibi-Témiscamingue
- CISSS de Laval
- CISSS de l'Outaouais
- CISSS des Laurentides
- CIUSSS du Centre-Ouest-de-l'Île-de-Montréal
- CIUSSS de la Capitale-Nationale
- CIUSSS de l'Estrie - CHUS
- Foyer Mamo
- Youth Healing Services Mistissini



- Alpabem
- CAFGRAF
- Centre d'éducation pour adultes Champlain
- CISSS de la Montérégie-Centre
- CISSS de Lanaudière
- CISSS de l'Outaouais
- CIUSSS du Centre-Ouest-de-l'Île-de-Montréal
- CIUSSS de la Mauricie-et-Centre-du-Québec
- Collège Mont-Sacré-Cœur de Granby
- École secondaire de la Ruche
- École secondaire Mikisiw
- École secondaire Paul-Gérin-Lajoie-D'Outremont
- École secondaire Rivière-du-Loup
- Maison des Jeunes Niwitcewakan-Wapi
- Polyvalente Chanoine-Armand-Racicot
- Polyvalente Robert-Quimet



- École Amishk
- École Pakuashipi
- École primaire Du P'tit-Bonheur
- École secondaire Joseph-Hermas-Leclerc
- École des Premières Lettres



- CISSS de Chaudière-Appalaches
- CISSS de la Côte-Nord
- CISSS de la Gaspésie
- CISSS de Lanaudière
- CISSS de l'Outaouais
- CISSS des Laurentides
- CISSS du Bas-Saint-Laurent
- CIUSSS Centre-Sud-de-l'Île-de-Montréal
- CIUSSS de l'Estrie - CHUS

# Organizations across Quebec that have placed their trust in us



- Alexander Galt Regional High School
- Carrefour jeunesse-emploi Memphrémagog
- Carrefour jeunesse-emploi Montmorency
- Cellule Jeunes et familles de Brome-Missisquoi
- Centre La Montée
- Collège Du Mont Sainte-Anne
- Domrémy des Sources
- École Havre-Jeunesse
- École internationale du Phare
- École Mitchell-Montcalm
- École secondaire de la Montée
- École secondaire du Triolet
- École secondaire La Camaradière
- École secondaire La Frontalière
- École spécialisée de la Lancée
- Maison de la Famille Les Arbrisseaux
- Maison des Jeunes Azimut Nord
- Maison Des Jeunes De Coaticook
- Maison des jeunes Les jeunes du coin d'Ascot-Flash
- Maison des jeunes L'Évasion

- Massey-Vanier High School
- Multus
- Polyvalente Louis-Saint-Laurent
- Prévention CÉSAR
- Trapèze Projet Action Dépendance Jeunesse
- Zone Libre Memphrémagog



- Collège d'Anjou
- École Internationale de Laval
- École secondaire Antoine-de-Saint-Exupéry
- École secondaire d'Amos
- École secondaire des Chutes
- École secondaire d'Oka
- École secondaire du Grand-Coteau
- École secondaire du Versant
- École secondaire Marcelle Mallet
- École secondaire Rivière-du-Loup
- Hôpital Rivière-des-Prairies
- Polyvalente Marcel-Landry



- Amitié soleil
- Carrefour familial les Pitchou
- Centre Regain de vie
- Clinique Pointe St-Charles
- CooPÈRE
- DRSP de Montréal
- Fabrique familiale La Cabane
- JAME
- Je passe partout
- La grande porte
- La maison des parents de Bordeaux-Cartierville
- La Place des enfants
- Le Bureau associatif pour la Diversité et la Réinsertion (B.A.D.R)
- Le Centre Lasallien
- Les YMCA du Québec
- NSK (Nous faisons ce que nous pouvons)
- Partageons l'espoir
- Pause Famille
- Répit Providence
- Toujours ensemble





**Knowledge hub**

## Sharing knowledge and improving practices

Boscoville's work goes beyond developing and implementing innovative programs for young people. The organization also acts as a knowledge hub, creating the conditions for the practices it develops to endure, evolve and continue to inspire those working in the field.

This means investing in professional development. Building practitioners' skills, supporting knowledge transfer and helping quality implementation take root in the settings we work with.



### Communities of practice

Practitioners from the same program come together regularly in communities of practice – structured spaces for exchange and collective reflection. These gatherings are a chance to share field experiences, highlight what's working in each setting and dig into the clinical and social issues of the moment together.

These spaces are genuine drivers of ongoing professional development. Practice sharpens through peer exchange, and Boscoville plays an active role as a knowledge leader, regularly bringing in guest speakers from academic and clinical settings whose work sits at the forefront of the issues our programs address.

This approach keeps field practices grounded in the latest research, while drawing on the concrete experience of settings to enrich the reflection.

11

communities  
of practice in  
2025-2026.

177

participants.

For the following programs: **Blues, GRD, Lotus, Pastel, Pingouin-Polaris and SCP**

«I appreciate the SCP community of practice for the opportunity to talk with people who share a similar reality and to come away with concrete ideas.

- Participe



# Training for authorized settings

## Training for authorized settings at the heart of sustainability

Boscoville periodically offers training sessions for authorized settings that are already delivering our programs. These sessions are key to sustainability. They allow us to pass on the program foundations to newly arrived or newly designated staff in the field, helping maintain program continuity and loyalty long after the initial rollout.

In a context where teams evolve and staff turnover represents a challenge for many settings, this offering acts as a crucial safety net and reflects our commitment to supporting settings over the long term.

6

training sessions for authorized settings offered in 2025-2026.

72

participants.

For the following programs: **Blues, GRD, Lotus et Pingouin-Polaris**





# Message from the Director of Digital Products, Communications & Marketing

In a context where those working in the psychosocial field are stretched thin, getting the attention of settings in the field is no small feat. For a program to reach the people who can benefit from it, the messaging needs to be clear, honest and useful.

For Boscoville, communicating is about more than making a service offering known. It is about building bridges with settings in the field, making our programs more accessible, and helping practitioners, practitioners and managers to recognize that a solution exists for their needs. It is also about contributing, indirectly but concretely, to reaching more young people and families.

Behind every program are real conditions in the field, expressed needs, mobilized teams and young people whose lives can be changed. That's what drove the creation of our communications team

Our newly formed, multidisciplinary team brings together people with complementary expertise in strategy, content creation, digital production, data analysis and dissemination. Together, we support Boscoville's teams in

promoting their projects, knowledge and results. Over the course of the year, the team launched several structuring initiatives including promotional campaigns, the development of digital tools, a brand refresh, consolidation of our presence internally and externally, and improved results tracking.

This work allows us to better tell the story of what we do and, above all, why we do it. It helps make sometimes complex programs visible, translate our expertise into accessible language and reach settings that don't yet know about Boscoville or don't always know about our programs can support them.

The team also acts as an internal resource for the entire organization. It supports the development, deployment and management teams so that their projects can be better understood and shared. In this way, communications become a collective lever in service of our mission. This new internal capacity also allows Boscoville to move with greater agility and autonomy, reducing dependence on external providers while strengthening the quality and continuity of our communications.

Raising Boscoville's profile means ensuring our programs reach the right settings at the right time. It means supporting those who work with young people and their families by giving them access to approaches, tools and expertise that can make a difference.



**Antoine Théorêt-Poupart**  
Director, Digital Products,  
Communications & Marketing

# Marketing



## Amplifying our impact

Reaching the right people at the right time means showing up consistently across the right channels. Three complementary channels shape our digital outreach, each with its own distinct purpose and making the most of what its medium does best.

## Creating conversations that matter

Over the past year, our follower count grew by 31.9%, while the reach of our posts increased by 581.4%. This growth is a sign of stronger digital presence and growing engagement with our content.



# 2025-2026

by numbers

## 1 188

new followers.

## 2 484 009

people reached by our publications.

## 18 468

interactions with shared content.



## Turning interest into engagement

The strategies put in place this year led to a marked increase in traffic and engagement on the platform. The number of new users grew by 167.1%, while the number of active users increased by 211.9% compared to the previous period. This growth also translated into a 60.5% increase in screen views and a 22.16% increase in total engagement time.

## Maintaining connection, nurturing engagement

In 2025-2026, Boscoville increased the frequency of its newsletter communications, with a 26.1% increase in the number of emails sent. This more sustained presence was accompanied by a 45.8% increase in unique opens and an 18% increase in clicks, while maintaining a very low unsubscribe rate of 0.52%.





**Boscoville  
in action**



# Driving conversations that move the field forward

Collaboration is central to how Boscoville operates. It shows up in our desire to go out and meet settings in the field, partners and networks – not only to share our expertise, but to learn from others in the sector. By taking part in gatherings, events and outreach initiatives, we stay attuned to what's happening on the ground, keep our programs evolving and contribute to the broader conversation on psychosocial practices. This active presence helps raise awareness of our mission, deepen existing connections and open doors to new collaborations built on reciprocity and knowledge sharing.



## A meeting centred around youth needs

Boscoville had the privilege of welcoming Lionel Carmant, Minister responsible for Social Services, during his visit, to present its prevention and psychosocial intervention programs for young people. This meeting was an opportunity to explore the needs of settings in the field, potential courses of action and Boscoville's contribution to the development of practices supporting youth.

## Shining a light on digital issues among young children

Following this meeting, Boscoville was invited to present the process behind the Digital wellbeing ages 0-5 project as part of a podcast hosted by Mr. Carmant. This event helped us reach a broader audience and raise awareness among new audiences about the issues related to the place of technology in the lives of young children and their families.

## A meeting with the municipal sector

Denis Pelletier, mayor of the Rivière-des-Prairies-Pointe-aux-Trembles borough, met with Boscoville to learn about the initiatives developed and deployed by the organization.



[Link to the episode](#)





## Sharing expertise in the field

### Parenting practices as a driver of educational success

In partnership with *Réseau réussite Montréal*, Boscoville took part in a webinar on parenting practices to present the strengths and distinctive features of the Hélys program to a wide audience of parents, practitioners and actors in the psychoeducation field.



[Link to the episode](#) →

### Connecting with organizations working with families

Boscoville also participated in the national gathering of the *Fédération québécoise des organismes communautaires famille* (FQOCF).

This event was an opportunity to exchange with practitioners and partners working with families within a network whose mission strongly resonates with our own.

### Better understanding the impact of technology in early childhood

As part of *La Grande semaine des tout-petits*, Boscoville took part in a webinar organized by the *Collectif petite enfance*, alongside *l'Observatoire des tout-petits*. This activity provided an opportunity to share the perspectives and development directions of the Digital wellbeing ages 0-5, in connection with the current issues surrounding the place of technology in the lives of young children and their families.



## Attending the gatherings that matter

### Symposium on child and youth trauma

Our team also participated in the Symposium on Child and Youth Trauma symposium, an important opportunity to deepen our knowledge and support the evolution of practices with young people.

### Congress of the *Comité québécois pour les jeunes en difficulté de comportement* (CQJDC)

A large Boscoville delegation participated in the congress of the *Comité québécois pour les jeunes en difficulté de comportement* (CQJDC). This gathering was an occasion for various meetings and exchanges around supporting young people, as well as an opportunity for members of our team to present four conference sessions on our programs.

## Sharing expertise in the public sphere

### Versant and Hélys in the spotlight in *La Foucade*

The CQJDC also helped raise the profile of the Versant and Hélys programs in its publication *La Foucade*, aimed at practitioners working with young people with behavioural difficulties. These features highlighted the strengths, approaches and outcomes of these programs.

[Link](#) →

### Helping break down silos in youth protection knowledge

Annie Fournier sits on the *Comité de mobilisation des connaissances et innovation en protection de la jeunesse*, led by Lesley Hill. The launch of this structuring initiative was also covered in an article in *Le Devoir*. In the article, Ms. Fournier captures the vision behind the initiative well: "In Quebec, we are probably one of the best places in the world for researchers and innovation in psychosocial intervention. But too often, this work happens in silos. There are some wonderful initiatives, but they are not always deployed at scale."

### GRD : 20 years of impact highlighted in *La Tribune*

*La Tribune* published two articles presenting the perspectives of practitioners and young participants in the GRD program, to mark its 20th anniversary. It is a powerful testament to how far the program has come and to the lives it has touched since its creation.

[Link 1](#) →

[Link 2](#) →

Our colleague Claudie Bourget took part in one of the panels at the 2025 conference of the *Société québécoise d'évaluation de programme* (SQEP). Her participation helped highlight Boscoville's expertise in evaluation, development and the continuous improvement of practices.



## Content adapted to reach new audiences

### Hélys 12-17 adapted for English-speaking communities

To adapt certain content for the anglophone population, our deployment agent Chanel Zadra hosted a series of podcasts related to the **Hélys 12-17** program. These conversations with high-quality guests covered various themes related to parenting and adolescence.

### Short-form videos

Finally, in response to requests from school principals, Boscoville produced – with external support – video capsules of 90, 30 and 15 seconds designed to introduce the **Pastel** and **GRD** programs.

[Pastel video](#) →

[GRD video](#)

## Recognition for the quality of our programs

### A special mention for Hélys 6-11

The **Hélys 6-11** program received a special jury mention for the *Prix Gilles-Gendreau*, at the annual congress of the *Ordre des psychoéducateurs et psychoéducatrices* (OPPQ). This recognition highlights the relevance of the program and the quality of the work carried out by the teams contributing to its development and deployment.

## Exchanges that nurture the evolution of practices

### Sharing our development methodology

At the OPPQ congress, Simina Stan and Claudie Bourget presented Boscoville's development methodology. Frédéric Martin also co-facilitated a community of practice with researchers on the future of research in psychoeducation.

### Cross-perspectives on maltreatment, Versant and Hélys

Boscoville took part in the 12th *Congrès québécois sur la maltraitance envers les enfants et les adolescents*, facilitating two workshops at the event. The first focused on the Versant program and the cross-perspectives of practitioners and families on reducing the risk of placement. The second highlighted the development, evaluation and deployment of the universal parenting support programs **Hélys 6-11 and 12-17**.

### Intercultural exchanges with a French delegation

Boscoville had the pleasure of welcoming a French delegation for two days of intercultural exchanges focused on the evolution of professional practice in psychoeducation. These meetings were an opportunity to share our approaches to program development, deployment and implementation, while also enriching our own reflection through contact with different expertise, realities and perspectives.





# Indigenous initiatives



# Building relationships above all else

## Listening before acting

Every Indigenous community carries its own strengths, challenges and reference points, giving it a unique perspective. This distinctiveness is not an obstacle. It is the starting point for our collaboration.

For Boscoville, this translates into a simple conviction: involving communities as early as possible in the reflection and implementation process of programs that are designed for them.

We approach each setting with flexibility and humility, shaping our programs to fit their specific needs and realities.

This year, for one setting, that meant delivering a program at a seasonal camp where young people came together in nature.

“At the end of the day, the relationships we build are one of the expected outcomes of our work.”

- Tim Harbinson,  
Program deployment coordinator

The program took shape within a context steeped in ancestral rituals and the teachings of elders. For this community, that was the right setting for indicated interventions – a far cry from a traditional school environment.

These adaptations only work through consultation, knowledge sharing and the cultural learning our deployment agents gain by immersing themselves in the field and building real relationships with communities, long before implementation even begins.

“For me, conducting needs assessments in person always makes a real difference. I think that being physically present in the community allows for real conversations rather than just structured meetings, and gives a clearer picture of the realities, dynamics and priorities on the ground. This helps us move beyond assumptions to develop a program based on what people actually say and experience. I feel it also allows us to build relationships, establish a climate of trust and forge connections with staff when we’re physically on site.”

- Lee Paquette,  
APPR, Centre de réadaptation  
des adolescents, Mistissini

## Programs deployed in Indigenous settings



Wemotaci



pingouin-polaris

(adapted under the name Mamouwechitaaau)

Mistissini



scp

Pakuashipu

Mashteuiatsh



## Consulting upstream

### Building together before deploying

This year, Boscoville continued working to bring a greater diversity of perspectives, experiences and knowledge into its program development. As part of this effort, the Commission de la santé et des services sociaux des Premières Nations du Québec et du Labrador was invited to join the strategic committee for the Digital wellbeing ages 0-5 program.

This approach reflects a desire to build connections and engage in conversations with representatives of Indigenous communities upstream of program development, before they take their final form. These conversations, grounded in listening and openness, help spark reflection, identify areas of alignment and lay the groundwork for meaningful cultural adaptation.

This approach helps strengthen cultural safety in the development of future programs and supports more respectful collaborations with the communities concerned.

## Awareness activity

### Better understanding to better support

In February, the entire Boscoville team took part in an awareness activity on historical traumas and the realities of Indigenous peoples.

Facilitated by Marie-Émilie Lacroix, an Innu woman from Mashteuiatsh, lecturer and coordinator of Indigenous affairs at the *Université du Québec à Rimouski*, the awareness exercise helped the team better understand certain effects of colonization, uprootedness, cultural losses and the traumas experienced by First Nations peoples.

This activity is part of Boscoville's commitment to equipping its team with the human, historical and cultural reference points essential to intervening with greater sensitivity, respect and discernment with Indigenous communities.

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**It was very moving, very powerful. I learned a great deal, and honestly, I came out of it a better person.**

- François,  
Boscoville employee

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# Our team

Members of the board

United around  
one shared mission



**Louise Geoffrion**  
Chair of the board  
of directors



**Édouard D. Vo-Quang**  
Vice-president



**Mathieu Brunet**  
Treasurer



**Anthony Bellini**  
Secretary



**Yasha Sekhvat**  
Director



**Émilie Desgroseillers**  
Director



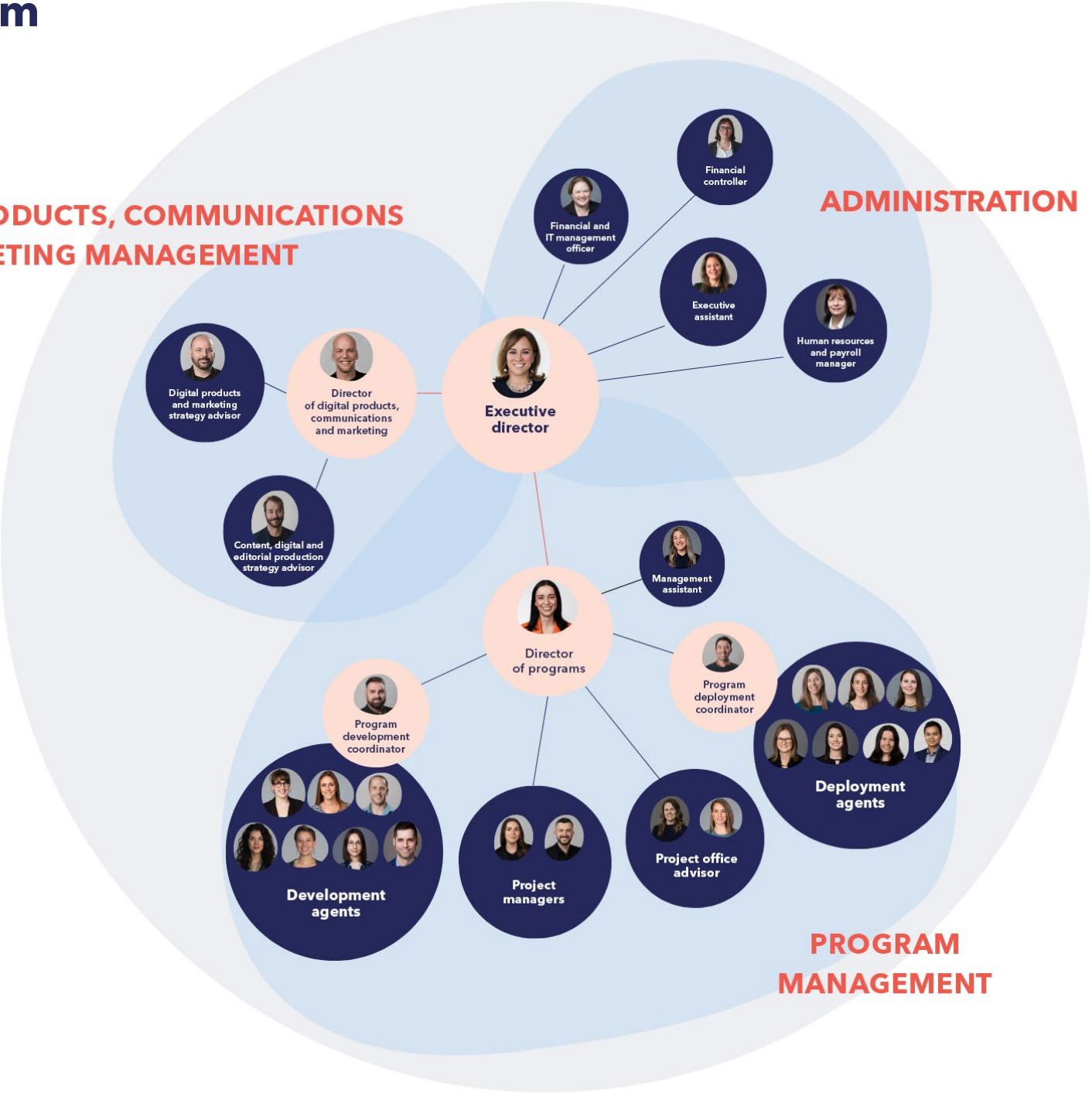
**Mathieu Morin**  
Director

# Sociogram

## DIGITAL PRODUCTS, COMMUNICATIONS AND MARKETING MANAGEMENT

## ADMINISTRATION

## PROGRAM MANAGEMENT





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