

REFERENCE FRAMEWORK AND GUIDE FOR SCHOOLS

Working with Students with Behavioural Difficulties



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Introduction

Students with behavioural difficulties are a source of concern for teachers, who are often obliged to call into question their own practices when dealing with them. This document is intended primarily for teachers, although it may also be of use to other elementary and secondary school staff members. Its purpose is to help them provide proper support and supervision, at school and in the classroom, and to manage their classrooms effectively.

The intervention measures presented here are based on research findings, and have been validated by academic researchers, teachers, school administrators and experts in the field of student behavioural difficulties and psychopathological disorders.

The document is divided into five chapters:

- The first chapter presents some data on students with behavioural difficulties, explains how to identify the various difficulties and discusses the distinction between behavioural “difficulties” and behavioural “disorders.” It also presents some methods of assessment that can be used to identify and gauge the severity of these difficulties or disorders. Lastly, it identifies key reference documents that are used to guide the actions of members of the school community who work with these students.
- The second chapter introduces four principles that are meant to guide the choice of interventions with students who exhibit behavioural difficulties: adopting a preventive approach, doing an ecosystemic analysis of the student’s situation, building on the student’s own resources to help him or her achieve success, and using an incremental intervention approach.
- The third chapter addresses the general preventive measures to be applied in schools. These measures take the form of consistent, ongoing actions that require the involvement of staff members, students and parents. Conditions for more effective schools are also presented. They include rules of conduct, safety measures and educational practices to help facilitate school transitions.
- The fourth chapter addresses the interventions required to ensure classrooms are managed in a way that promotes student success: interventions targeting the development of positive relationships, interventions targeting instructional accommodation, interventions targeting classroom organization, and interventions to support and supervise behaviour. Lastly, to maximize the impact of effective classroom management, the chapter suggests a series of actions designed to facilitate communication.
- The fifth and last chapter describes the actions to be taken when behavioural difficulties persist despite support and supervision and effective classroom management. It presents the steps in the process of a situational analysis, and describes the educational perspective on which support and supervision must be based.

1 Background

Society has changed significantly, and these changes have affected the everyday lives of young people, both at home and at school. Examples include new family configurations and the increasingly frenetic pace of daily life. Clearly, all these changes have had an impact on the practices of school staff, which of necessity must take them into account.

In addition to this, schools themselves have changed. For example, young teachers transitioning to their new careers must often deal with students with behavioural difficulties, and this requires some major adjustments on their part. There is therefore a collective responsibility to ensure that basic teacher training and professional development is designed to help new teachers remain in their chosen profession. As for school administrators, they, too, must deal with high rates of staff turnover. Schools must therefore fill vacant positions and help newcomers integrate into their new professional responsibilities.

If they are to achieve their mission, schools must adjust to these changes and pay particular attention to the different needs of their students, especially those who demonstrate their feelings of discomfort in a more intense manner through inappropriate behaviour, and who therefore require greater instructional support and behavioural supervision. It is therefore important to be able to recognize these students, identify their special needs and decide on the most appropriate individual interventions. This requires a coordinated effort on the part of school staff, along with collaborative, multi-disciplinary practices that will help the school become a true **educational community**.¹

1.1 Some Data on Students with Behavioural Difficulties

Every year, school boards must declare the number of students who have active individualized education plans. Students with behavioural difficulties, disorders or severe disorders and who have active individualized education plans are recorded together with students with social maladjustments or learning disabilities. It is not possible, statistically speaking, to isolate students with behavioural difficulties or disorders from this group. Table 1 shows the figures for the 2012-2013 school year.

1. Terms in bold type are defined in the lexicon.

Table 1 Percentage of Students With Individualized Education Plans*	
Percentage of preschool, elementary and secondary school students with individualized education plans in the public sector (2012-2013) 20.8%	
Students with handicaps	Students with social maladjustments or learning disabilities
4.0%	16.8%

***Source: MELS, DSID, Information Portal, Charlemagne System, data as at 2014-01-23.**

Other data are available to help assess the extent of behavioural difficulties among students, and to identify gender differences. Boys, particularly in elementary school, tend to exhibit more behavioural difficulties or disorders than girls; the ratio is 1:5.5.² Many students with behavioural difficulties also experience learning difficulties, particularly in reading. Research has shown that boys who encounter reading difficulties in the first cycle of elementary school are more likely to behave aggressively in later years of elementary school.³ Among girls, behavioural difficulties tend to be more diverse and complex than among boys. For example, girls may behave in a way that is both disruptive and reflective of sadness.

1.2 Assessing Behavioural Difficulties

As soon as a teacher notices that a child is experiencing behavioural difficulties, he or she has recourse to a variety of educational interventions with which to address and diminish these difficulties. However, if problems persist despite the teacher's best efforts, a psychosocial evaluation may be required. This type of assessment provides information on the student and his or her environment, and paints a picture of the student's abilities and needs. The assessment process includes so-called *functional* and *normative* assessments, which focus on both the observation of the student's behaviour and on objective data provided by the teacher. They allow for a comprehensive assessment of the student and are used to identify the nature, extent and frequency of the behaviour associated with his or her difficulties. It is then possible to develop potential interventions and decide on how best to use them:

2. Conseil supérieur de l'éducation, *Les élèves en difficulté de comportement à l'école primaire - Comprendre, prévenir, intervenir* (Québec, 2001), 13.

3. Sarah B. Miles and Deborah Stiptek, "Contemporaneous and Longitudinal Associations Between Social Behavior and Literacy Achievement in a Sample of Low-Income Elementary School Children", *Child Development*, 77, 1 (January-February 2006), 103–117.

- *Functional assessment* involves systematic observation of a student's behaviours and the situations in which they occur. The environmental factors that trigger and maintain the behaviours are identified, along with the antecedents and consequences of the behaviours. A compilation of these observations serves as a basis for developing hypotheses on the purpose of the behaviours and for guiding the interventions to be implemented. Observation is generally carried out by complementary educational services professionals in conjunction with teachers, other education specialists and school staff members who know the student well.
- *Normative assessment* is used to establish the nature and scope of a student's disruptive behaviour. It is performed using standardized tests, the results of which are used to compare the student with a control group from the same age group, gender and cultural community. Normative assessment is carried out by a complementary educational services professional, with the participation of the student, his or her parents, teachers, specialists and other school staff members.

1.3 Behavioural Difficulties and Behavioural Disorders

Data from objective observations and standardized tests can be used to distinguish between students with behavioural difficulties and those with behavioural disorders:

- *Behavioural difficulties*: Behavioural difficulties are reactive, usually temporary behaviours that emerge in specific contexts. They may be rooted in the student's personal characteristics or in the school environment. They may also be triggered by life events outside school that the student is undergoing (e.g. grief, moving house, parental separation). They vary in intensity, depending on the place, time or intervenor. Although these behaviours may be temporary, it is important to take them seriously and to introduce appropriate interventions as soon as they appear. Changes to the environmental conditions will usually be sufficient to mitigate or resolve the situation altogether. Effective classroom management is therefore a key factor, since it helps limit the emergence of these types of difficulties among students.
- *Behavioural disorders*: A behavioural disorder is a significant deficit in a student's adaptive capacity characterized by serious difficulties in his or her interactions with one or more elements in the school, social or family environment. The deficit may stem from a maladjustment in the student's developmental pathway (e.g. the student may have experienced recurrent family, school or personal problems) or problems in his or her environment. The frequency, duration, intensity, consistency and complexity of the observed behaviours hinder the development of both the student concerned and that of other students.

In the school setting, behavioural disorders may take the form of “over-reactive” or “externalizing” behaviours in response to environmental stimuli (bullying, destructive actions, persistent refusal of justified limit-setting, lying, etc.), or “under-reactive” or “internalizing” behaviours (extreme passivity, dependency or withdrawal, feelings of sadness, avoidance, fatigue, etc.). In this document, the expressions “internalizing disorders” and “externalizing disorders” will be used.

Observable characteristic behaviours help to determine whether the student’s difficulties are internalizing or externalizing in nature, and call for different recommendations regarding support measures. At school, a student who adopts externalizing behaviours may in fact be suffering from an internalizing disorder; hence the importance of properly identifying the student’s need being expressed through the behaviour.

1.4 Key Reference Documents

The main reference documents used in schools to deal with student behavioural difficulties are the *Education Act*, the *Basic School Regulation* and the *Policy on Special Education*. These texts provide guidance for school staff members by clarifying their role and mandate. Their impact on the academic success of students with behavioural difficulties is key.

1.4.1 The Education Act

The *Education Act* confirms the right of every person to receive preschool education services and elementary and secondary instructional services up to 18 years of age, or 21 years of age in the case of a person with handicaps. The *Act* also states that the mission of schools, in keeping with the principle of equality of opportunity, is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study. In addition, the *Act* clarifies the roles and missions of the various stakeholders concerned.

With Regard to School Boards

A school board must ensure that the individuals under its jurisdiction receive the educational services to which they are entitled under the *Act*. It is responsible for distributing resources fairly, deciding which educational services will be provided in each school, and adopting a policy governing the organization of educational services for students with handicaps and students with social maladjustments or learning disabilities. It must also ensure the harmonious integration of each student into regular classes and into other school activities if it has been established, based on an evaluation of the student’s abilities and needs, that such integration would facilitate the student’s learning and social integration and would not impose an excessive constraint or significantly undermine the rights of the other students.

Every school board must also adopt a strategic plan that takes into account the objectives set out in the strategic plan established by the Ministère.⁴ A provision was introduced into the *Act* in 2010, requiring every school board to enter into a **partnership agreement**⁵ with the Minister of Education, Recreation and Sports. The agreement contains measures to promote student retention and success, among other things to:

- improve student retention and educational success for specific target groups, including students with handicaps and students with social maladjustments or learning disabilities
- provide a more healthier and safer school environment

With Regard to Schools

A school pursues its mission within the framework of an educational project, which in turn is implemented through a success plan. The educational project sets out the school's aims and objectives, based on its specific situation, the values it wishes to promote and the school board's strategic plan. The success plan stipulates the measures required to achieve the aims and objectives of the educational project, including those relating to the supervision of students with behavioural difficulties. In addition, every school must enter into a management and student success agreement with its school board, the purpose of which is to ensure that the goals of the partnership agreement between the school board and the Minister are achieved.

In June 2012, the National Assembly unanimously adopted Bill 56, *An Act to prevent and stop bullying and violence in schools*. The bill amended the *Education Act* and the *Act respecting private education*, and requires every school to adopt an anti-bullying and anti-violence plan as part of a structured approach involving the entire school team.

With Regard to Governing Boards

The governing board adopts the school's educational project and ensures that it is implemented. It approves the success plan and any updated version of the plan, along with the rules of conduct and safety measures. It then ensures that these rules and measures are applicable and will help provide a safe environment for all students and staff members. Lastly, it ensures that the school's regulations take into account the specific needs of students with behavioural difficulties in order to promote their success.

4. On February 18, 2005, the Ministère de l'Éducation du Québec (MEQ) became the Ministère de l'Éducation, du Loisir et du Sport (MELS), which in turn became the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) on February 27, 2015

5. Québec, Ministère de l'Éducation, du Loisir et du Sport, *La convention de partenariat-Outil d'un nouveau mode de gouvernance, Guide d'implantation* (Québec, 2009).

With Regard to School Principals

The school principal provides educational and administrative leadership, and is responsible for implementing the governing board's decisions and other provisions with which the school must comply. In particular, the school principal is responsible for defining the tasks and responsibilities of all staff members, overseeing and evaluating the individualized education plans of students with handicaps or students with social maladjustments or learning disabilities, and ensuring that all students attend school on a regular basis.

With Regard to Teachers

In accordance with the school's educational project and subject to the provisions of the *Act*, teachers are required to contribute to the overall intellectual and personal development of each student. It is their responsibility to select methods of instruction corresponding to the requirements and objectives set out for each group or for each student entrusted to their care. They also have the right to govern the conduct of the students and must act in a just and impartial manner in their dealings with the students.

1.4.2 The Basic School Regulation

The Basic School Regulation stipulates that every school board must set up four programs of complementary educational services to be implemented in schools. The programs include the following:

- *support services*, designed to provide students with conditions that are conducive to learning
- *student life services*, designed to foster the students' autonomy and sense of responsibility, their moral and spiritual dimension, their interpersonal and community relationships, as well as their sense of belonging to the school
- *counselling services*, designed to help students throughout their studies, with their academic and career choices, and with any difficulties they encounter
- *promotion and prevention services*, designed to provide students with an environment conducive to the development of a healthy lifestyle and of life skills that are beneficial to their health and well-being

These programs are closely tied to the broad areas of learning and the competencies set out in the *Québec Education Program*. The four service programs must include the **12 services** stipulated in the *Basic School Regulation*.

The *Basic School Regulation* also sets the framework for communication between schools and parents. In the case of minor students who are at risk or have an individualized education plan, teachers must send information to parents at least once a month, to ensure greater consistency between the actions taken by the family and those taken by the school.

1.4.3 The Policy on Special Education

The basic orientation of the *Policy on Special Education* is to help students with handicaps, social maladjustments or learning disabilities to succeed in terms of knowledge, social development and qualifications, by accepting that educational success has different meanings for them. To implement this basic orientation, six lines of action were chosen.

- *Recognizing the importance of prevention and early intervention, and making a commitment to devote additional effort to this area*

When preparing their educational projects, schools have an opportunity to reflect on prevention and early intervention and identify avenues for action. Creating an environment conducive to learning and success by introducing rules of conduct and safety measures, and adapting classroom management practices to the particular needs of all students is one concrete example.

- *Making the adaptation of educational services a priority for all those working with students with special needs*

Adaptation of educational services should extend beyond the classroom to other school activities, including daycare and extracurricular activities. Each member of the school staff has a role to play in ensuring that interventions are consistent throughout every service. Adaptation requires an open attitude to differences and a creative approach to identifying potential interventions that will better meet the students' needs.

- *Placing the organization of educational services at the service of students with special needs by basing it on the individual evaluation of their abilities and needs, by ensuring that these services are provided in the most natural environment for the students, as close as possible to their place of residence, and by favouring the students' integration into regular classes*

Students with behavioural difficulties or behavioural disorders should receive the majority of their services in neighbourhood schools and regular classes. School boards are required to organize services based on the needs of all students within their territory. However, it is up to each school, when preparing an individualized education plan, to decide how that particular student will receive his or her educational services.

- *Creating a true educational community, starting with the child and the parents, and continuing with outside partners and community organizations working with young people, in order to provide more consistent intervention and better coordination of services.*

School staff members must develop a good relationship and work closely with parents to ensure that their child is able to succeed. Collaboration between the school and parents, and with other partners, each within their own spheres, will ensure that a student with behavioural difficulties has access to a network of specialists and resource persons who have a single goal in mind, namely to support and guide the student towards academic success. Since the student is the core focus of this process, it is vital that he or she be actively involved in decisions.

- *Devoting particular attention to students at risk, especially those with learning disabilities or behavioural difficulties, and determining methods of intervention that can better meet their needs and abilities*

The interventions and attitudes of the school's staff affect the school environment for students with behavioural difficulties. It is therefore important to identify these students' needs and respond to them quickly, in a consistent, positive and coordinated way.

- *Developing methods for evaluating students' academic success in terms of knowledge, social development and qualifications, assessing the quality of services and reporting results*

All school authorities are called upon and have a role to play in assessing teachers' professional practices and students' academic success. Based on their findings, interventions can then be adjusted to respond more effectively to the student's needs.

1.5 Other documents

1.5.1 Reference frameworks

In recent years the Ministère has produced three reference frameworks to provide guidance for schools on different aspects of special education:

- *Complementary Educational Services: Essential to Success—Reference Framework*⁶
- *Learning Difficulties—Reference Framework for Intervention*⁷
- *Individualized Education Plans: Helping Students Achieve Success—Reference Framework for the Establishment of Individualized Education Plans*⁸

The Ministère has also made available an electronic grid that Québec schools can use to produce their individualized education plans. A user guide has been provided.

6. Québec, Ministère de l'Éducation, *Complementary Educational Services: Essential to Success—Reference Framework* (Québec, 2002).

7. _____, *Learning Difficulties—Reference Framework for Intervention* (Québec, 2003).

8. _____, *Individualized Education Plans: Helping Students Achieve Success—Reference Framework for the Establishment of Individualized Education Plans* (Québec, 2004).

1.5.2 Agreement for the Complementarity of Services Between the Education Network and the Health and Social Services Network

In 2003, the Ministère, in collaboration with the Ministère de la Santé et des Services sociaux, officially ratified the *Agreement for the Complementarity of Services Between the Education Network and the Health and Social Services Network* (the MSSS-MELS Agreement).⁹ The aims of the Agreement were to ensure the continuity and consistency of services to students, to promote the sharing of expertise and to clarify the partners' individual and joint responsibilities.

In December 2013, these same two Ministries published the *Framework for Developing and Strengthening a Continuum of Integrated Services for Young People at the Local and Regional Levels*. This document provides clear guidelines to help the two Ministères work together to develop a continuum of coherent, complementary services offered by institutions from both networks.

1.5.3 Action Strategy on Student Retention and Student Success: I Care About School!

Québec adopted its action strategy *I Care About School!*¹⁰ in September 2009 with a view to raising the graduation and qualification rate among under-20-year-olds to 80% by the year 2020. The strategy proposes a concerted effort involving all network stakeholders to ensure consistency of action in the classroom, at school, in the family and in the community. Actions are divided into 13 pathways to success and are implemented according to the specific features of each region, depending on the needs of the schools and the students.

1.5.4 Government Strategy Against Bullying and Violence in the Schools

In 2012, the Government launched its Strategy Against Bullying and Violence in the Schools, covering elements such as the *Act to prevent and stop bullying in schools* and a continuation of its *2008-2011 Action Plan to Prevent and Deal With Violence in the Schools*.¹¹ The *Act*, adopted as a result of the Strategy, defines the duties and responsibilities of students, teachers, school administrators, school staff, school boards and their partners, including parents, in the fight against bullying and violence. As for the Action Plan, the Ministère supports the school network, by among other things, offering activities on good citizenship and cybercitizenship.

9. Québec, Ministère de l'Éducation and Ministère de la Santé et des Services sociaux, *Two Networks, One Objective: The Development of Youth—Agreement for the Complementarity of Services Between the Education Network and the Health and Social Services Network* (Québec, 2003).

10. Québec, Ministère de l'Éducation, du Loisir et du Sport, *I Care About School!* (Québec, 2009).

11. _____, *Violence in the Schools: Let's Work on It Together!* (Québec, 2009).

2 Guidelines

This chapter sets out four guidelines (preventive action, an ecosystemic vision, targeting student success, and a three-tiered intervention model) to help teachers choose the most appropriate interventions for students with behavioural difficulties. These guidelines should prevail when implementing the conditions for creating an effective school environment that ensures these students' success. While many of these reflect practices already used in the school setting, others may require some changes be considered which could represent a challenge to school personnel.

2.1 Preventive Action

Research has shown the importance of early intervention in preventing the emergence of behavioural difficulties. Early-onset behavioural difficulties and severe behavioural difficulties that emerge early in childhood tend to persist,¹² and may still be present in adulthood. They may therefore affect the students' personal, social and psychological development, as well as impact their school attendance and drop-out rates. Hence the importance of making school staff aware of the need to act swiftly and take preventive action on a daily basis. Research has also shown that the classroom environment and the teacher's conduct in the students' early years of schooling will have an impact on their educational success, and that problem behaviour is more likely to emerge in later years if there is conflict between teachers and students early on.¹³ Early intervention can therefore have a positive impact on the educational path of students with behavioural difficulties.

Prevention should be an ongoing process. When planning preventive actions, the school staff must first consider the needs of all students, and then analyze the special needs of students with or likely to develop behavioural difficulties, in order to decide which interventions would be most appropriate. The aim is to target difficulties for which action is both possible and useful, and to select the most appropriate times for the interventions. In the case of students with persistent behavioural difficulties, however, it is preferable to use an individualized education plan that involves both internal and external resources. Such a process must involve the school staff, the student's parents and the student concerned working together to find solutions to the student's difficulties so that he or she can progress at school.

2.2 An Ecosystemic Vision

Many different approaches can be used to understand the situation of students with behavioural difficulties. This document promotes the ecosystemic approach because it takes

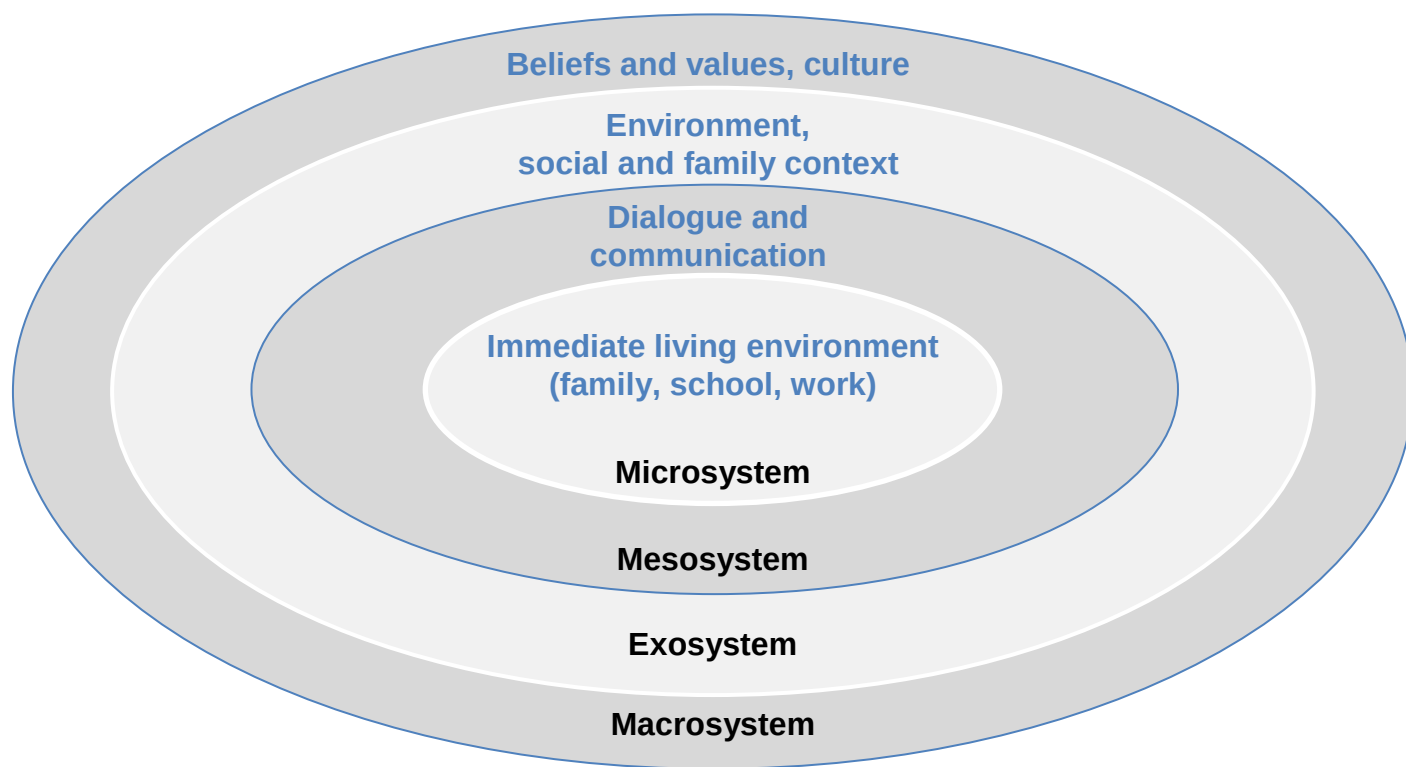
12. Marie-Hélène Gagné, Nadia Desbiens and Karine Blouin, "Trois profils-types des jeunes affichant des problèmes de comportement sérieux," *Éducation et francophonie*, XXXII, 1 (Spring 2004). These authors cite Dobkin et al. (1993) and Dryfoos (1990).

13. Bridget Hamre and Robert Pianta, "Early Teacher-Child Relationships and the Trajectory of Children's School Outcomes Through Eighth Grade," *Child Development* (2001), 72, 625-638; Gary W. Ladd and Kim B. Burgess, "Do Relational Risks and Protective Factors Moderate the Linkages Between Childhood Aggression and Early Psychological and School Adjustment?" *Child Development* (2001), 72, 1579-1601.

a more integrated view of the student's difficulties and encourages joint preventive action by the stakeholders in the student's various living environments (microsystemic to mesosystemic). An analysis of all the systems in which the student develops ensures that all members of the educational community are involved in the process of seeking solutions.

The approach takes many different elements into consideration, including social and cultural factors, such as the student's and his or her family's cultural values. The behavioural difficulties are not necessarily perceived as stemming solely from an issue specific to the student, but as perhaps being caused by an ineffective interaction between the student and his or her environment. Accordingly, interventions may aim to change not only the student's behaviour, but also the school environment. Action that targets and is focused on the protective factors and resources of both the student and his or her environment will have a positive impact on the student's behaviour in the classroom.

Figure 1 The Ecological Model: The Basis of the Ecosystemic Approach (Microsystemic to Mesosystemic)¹⁴



14. Urie Bronfenbrenner, *The Ecology of Human Development: Experiments by Nature and Design* (Cambridge: Harvard University Press, 1979), 209–291.

2.3 Targeting Student Success

Targeting student success means using the students' own personal resources to help them experience success, in terms of both socialization and instruction. Students with behavioural difficulties, like all other students, should be able to find fulfillment in their role at school. For them, however, biological, socio-affective and environmental conditions can become risk factors or protective factors that impact their development.

Risk factors

Certain personal or environmental factors can have a negative impact on development and increase vulnerability. Recurrent exposure to one or more of these so-called “risk” factors over a long period of time increases the likelihood that students will develop emotional disorders or internalizing and externalizing behaviours. Research has shown that girls and boys are affected differently by the same risk factors, meaning that gender plays a role in the way behavioural issues are expressed.

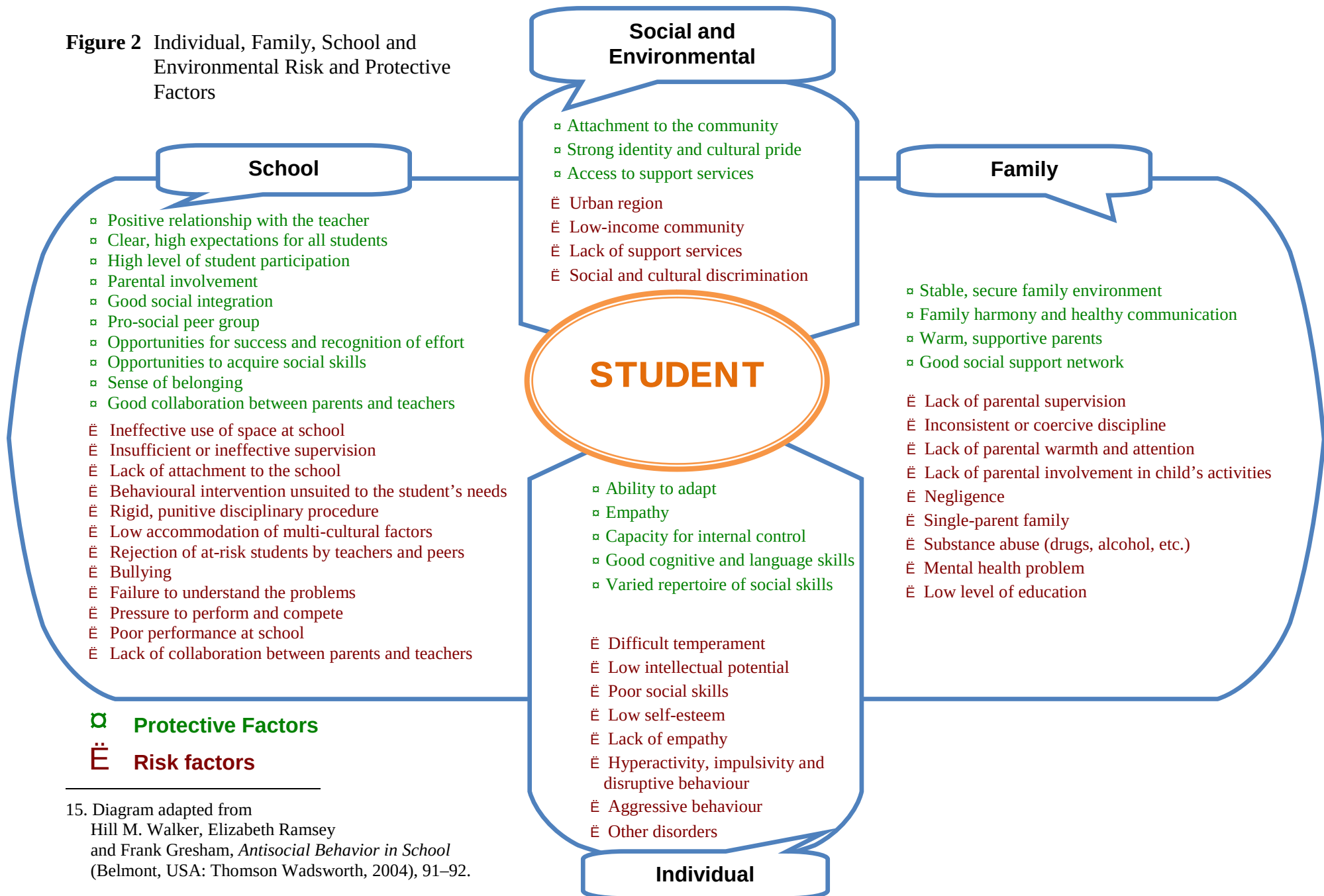
Protective factors

Certain personal or environmental factors can have a positive impact on development. These so-called “protective” factors help students who have been exposed to risk factors become more resilient by helping them develop adaptive behaviours.

When dealing with students with behavioural issues, school staff should keep in mind the presence of risk factors and protective factors that can be used to good effect when planning their interventions. For example, teachers can target the student's protective factors (positive teacher-student relationship, parental involvement) most likely to counter the potential impacts of certain risk factors. Well-timed interventions that strengthen protective factors can go a long way in accruing positive results. Figure 2 presents the risk factors and protective factors that are likely to affect students with behavioural difficulties.

Risk factors should be regarded as indicators, not causes, of behavioural difficulties. For example, risk factors may temporarily impact the progress of a student when placed in a vulnerable situation, but will subside when the student, with help from the school staff, uses his or her resources to deal with the situation.

Figure 2 Individual, Family, School and Environmental Risk and Protective Factors



15. Diagram adapted from
Hill M. Walker, Elizabeth Ramsey
and Frank Gresham, *Antisocial Behavior in School*
(Belmont, USA: Thomson Wadsworth, 2004), 91–92.

2.4 A Three-Tiered Intervention Model

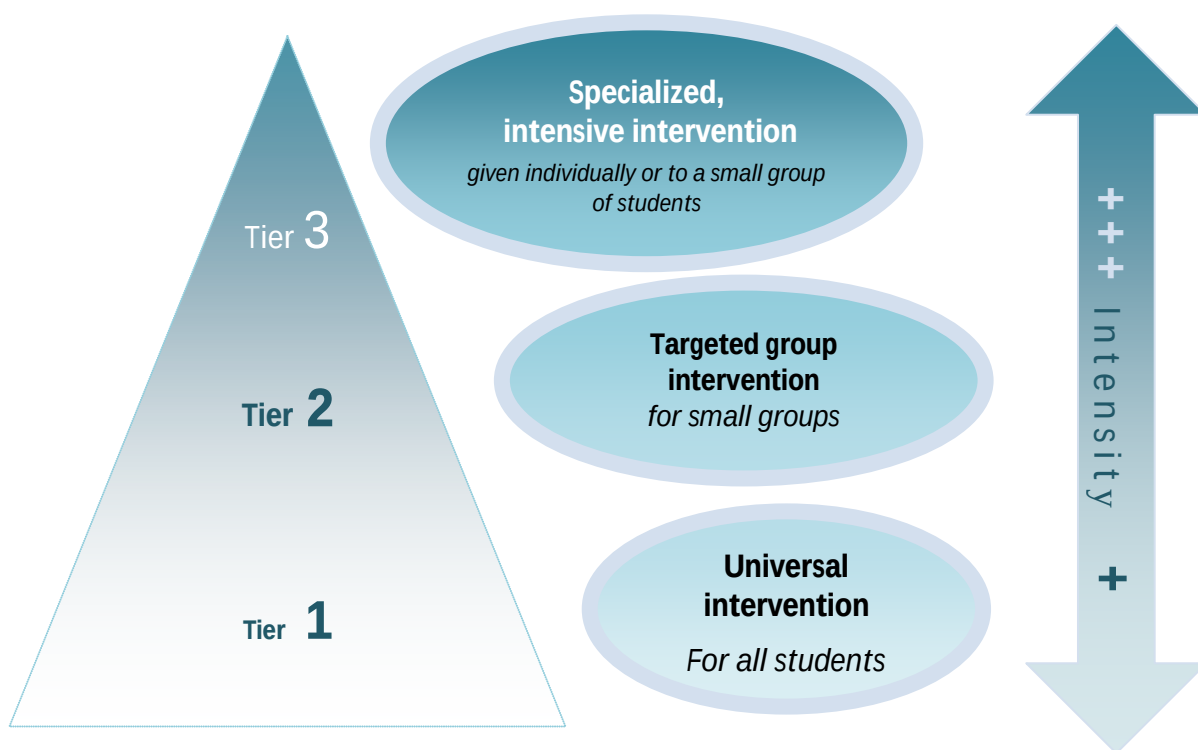
Several different intervention models can be used to address students' behavioural difficulties. The current trend in supporting students in difficulty is influenced strongly by the Response to Intervention (RTI) approach, which involves a multi-tiered intervention model to differentiate the intensity of interventions. The model, also used to good effect for students with learning difficulties, focuses on prevention and rapid response, is adaptable to students' needs and involves systematic assessment. It takes into account behavioural difficulties and internalizing or externalizing behaviour patterns. It offers a three-tiered intervention format: 1) *universal* interventions, aimed at all students; 2) *targeted* group interventions, aimed at students likely to exhibit behavioural difficulties; and 3) *specialized, intensive* interventions, for individuals and small groups of students with behavioural disorders. Teachers, parents, caregivers and complementary educational services staff are involved at every level, according to the student's needs. The proposed interventions should be recognized as exemplary practices in the field of education.

This reference model¹⁶ is used to plan the type and intensity of intervention, and the services to be offered to the students (see Figure 3). The primary focus should be on school-wide interventions (Tier 1 of the pyramid), followed by more intensive, targeted interventions for students whose difficulties persist despite additional support (Tiers 2 and 3 of the pyramid), the goal being to return them to Tier 1 interventions.

The model promotes the ongoing assessment of the impact of interventions being used with the student. Thus, rather than putting the focus on the identification of the student's disabilities and deficits, the model focuses on observing the impact of the specific interventions used. This allows for the identification of the type of support the student requires and the development of a plan aimed at gradually reducing, the interventions needed.

16. This model is inspired by the School-Wide Positive Behavior Support System (SWPBS), which promotes safety and order in schools. Most of the researchers who worked on the model are from the University of Oregon (Sprague, Sugai and Walker, 1998; Sprague et al., 2002; Sugai and Horner, 1999; Taylor-Greene et al., 1997). Since the publication of this work, Mr. Steve Bissonnette conducted a Quebec adaptation of this approach and developed the system " Soutien au Comportement Positif " (Bissonnette and Saint George, 2014).

Figure 3 Three-Tiered Intervention Model*



* The terminology used to describe the intervention tiers may vary, depending on the study or author concerned.

Universal intervention

The first tier of the pyramid, universal intervention, targets all environments and all students, including those with special education needs. The community, parents, caregivers, the school, daycare services and the school transportation services all play a role in promoting success for all students. Everyone ensures that all students receive quality supervision and benefit from effective classroom management as well as a range of educational and instructional strategies. Between 80% and 90% of all students are classified in this first tier of the pyramid, and they generally meet the behavioural expectations of the school.

At this level, interventions are focused on strengthening the students' protective factors, on defining, teaching and encouraging expected behaviours, and on providing opportunities to put them into practice. Measures taken are generally based on observation of the students in their environment and an assessment of their needs. It is up to each school to profile its own specific environment in this context. Interventions are aimed at all students without distinction, so that all may benefit with the same intensity and frequency. Some students will nevertheless require special attention early in the process so as to prevent the emergence of behavioural difficulties (e.g. the teacher may place a student's desk at the front of the class as a cautionary measure). Students with suspected internalizing difficulties should be screened in collaboration with complementary educational services, and offered specific interventions adapted to their needs.

Targeted intervention

The second tier of the pyramid, targeted intervention, is aimed at students whose difficulties persist in spite of the support of universal interventions. Between 5% and 15% of students fall into this group. They exhibit signs of vulnerability due to the presence of several risk factors. To address their difficulties, they may, for example, be invited to take part in programs that teach social skills, anger management, empathy development or conflict management in the classroom. It is important to assess and record their progress on a regular basis, so that interventions may be adapted to their individual needs and gradually eliminated when they are no longer needed to maintain desired behaviours. Greater parental involvement is required at this level, and complementary educational services may also be asked to contribute their expertise to help teachers to plan their instructional interventions.

Specialized, intensive intervention

The third tier of the pyramid, specialized, intensive intervention, is intended for students who do not respond positively to the interventions provided in the first two levels. These students, who account for between 1% and 5% of the school population, need regular, personalized support and weekly follow-ups in addition to continued first- and second-tier interventions. Their progress should be regularly assessed, and the frequency of inappropriate behaviours, carefully recorded. Interventions at this level are customized and intensive, are maintained over a longer period of time and are an integral part of an individualized education plan. The organization of services offered to the student is even more closely adapted to the student's specific needs. Continued collaboration is essential, and takes place within a multi-sector approach involving the student, the school, the family, caregivers, outside partners and the community.

3 Universal Intervention Measures in the School

Universal intervention measures provide quality educational supervision and structure for all students. To be effective, they require the involvement of school staff, students and parents alike. They include rules of conduct, general operating procedures and a variety of safety measures, a crisis intervention protocol and educational practices to facilitate school transitions.

This chapter is intended especially for school administrators, as they are the ones responsible for developing and implementing the proposed measures, but it addresses all school staff.

3.1 Fostering Commitment and Involvement at All Levels

Research in the field of education has shown that commitment and involvement by staff, students and parents has a real impact on student success. Involvement, or participation in the school's structures, not only helps to identify the students' needs, but also allows those concerned to work together to enlarge the scope of their individual actions.

3.1.1 Staff involvement

Students benefit when the school team is involved. For example, when students have good relationships with the school staff in general and their teachers in particular, they feel a greater sense of security, which is essential to learning. In addition, student retention rates are improved when all members of the educational community become involved in the process of supporting student learning. School principals can play a role by encouraging their staff to become involved in formal management and representation structures, school committees, school activities and extracurricular activities.¹⁷ A structure for the reception and integration of new staff members into the workplace, especially teachers, may help them adapt to and become more involved in their new environment.

3.1.2 Student involvement

Students who are involved in their academic and social learning, and who take part in the activities offered by their school, will develop a sense of belonging to the school. The level of student involvement is determined by a variety of context-related factors such as the atmosphere in the school, school-family collaboration, student-teacher relationships and peer relationships. Schools can offer a variety of opportunities for students to become involved in school life, so that the school becomes a positive and meaningful social environment. Examples include joining school committees or boards as student representatives, taking part in educational projects or participating in cultural or social activities or sports. Activities such as these help broaden the students' interests and enhance their skills. They also provide students with an opportunity to interact in a positive context with competent adults who can serve as role models for them.

17. Conseil supérieur de l'éducation, *Une école secondaire qui s'adapte aux besoins des jeunes pour soutenir leur réussite* (Québec, 2009), 25.

Access to extracurricular activities for all students, especially those with behavioural difficulties, can also help with student retention. These activities offer a way to acknowledge the students' competencies and strengthen their individual protective factors, and they should not be withdrawn as a consequence for inappropriate behaviour. It is, however, important to offer support measures, so that the students experience success. Where necessary, specific interventions can be planned and implemented jointly by those concerned. In such a case, outcomes will be evaluated as part of the individualized education plan.

3.1.3 Parental involvement

Parents/guardians must support their children's academic and social learning, but the school can also help them get more involved by offering different opportunities for them to participate. Research has shown that school-family collaboration has a positive impact on the students' development and performance at school, as well as on their behaviour and attitude toward school.¹⁸ It also has positive consequences for parents and teachers. For example, a good parent/guardian-teacher relationship will help ensure that similar educational practices are applied at home and at school. This alone can help reduce behavioural difficulties at school.

A "Good News" committee, composed of teachers, is formed to support parental involvement. The committee's job is to contact parents by telephone or e-mail with positive messages about their children.

For example: Hello, Mr. Jones, I'm Ms. Smith. I don't teach your son, but Mme. Lebeau, his French teacher, has asked me to call you with some good news! Your son now makes sure that he doesn't forget the materials he needs, and can now be relied on to bring them to class.

18. Rollande Deslandes and Richard Bertrand, *La création d'une véritable communauté éducative autour de l'élève : une intervention cohérente et des services mieux harmonisés*: Report on a joint CQRS/MEQ literature review (Québec, 2000-2001), 40.

Epstein's typology, shown in Table 2, defines six areas in which schools can help improve and diversify parental involvement in the school. School teams can use the typology as a basis to identify the best ways of encouraging parental participation in their own schools.

Table 2 Epstein's Typology ¹⁹	
Purpose of Activities	Examples
Parenting: Developing parenting skills Helping parents/guardians provide basic support for their child Development of parenting skills	- Offer workshops and support groups on the role of parents/guardians - Offer videos for parents/guardians on discipline in the home - Publish articles on child development in local newspapers
Communicating: School-to-home communication	- Communicate regularly with parents/guardians - Inform parents/guardians about activities and events at school - Use a social portfolio (containing information on activities designed to develop new social skills)
Volunteering: Parental involvement in school activities Volunteering by parents and caregivers and their attendance at special events	- Send a survey questionnaire to parents/guardians to identify their interests, skills and availability, and encourage them to volunteer or request their attendance at special events
Learning at home: Role of parent/guardian in the student's learning	- Inform parents/guardians of the role they can play to help their child with homework - Inform parents/guardians about the skills required by students for certain assignments
Decision making: Parental/guardian's involvement in school decisions Parental/guardian's participation in advisory committees and decision-making committees	- Invite parents/guardians to join the governing board and other parental participation bodies
Collaboration with the community: Businesses, social clubs, community organizations Relations with businesses, social clubs and community organizations	- Inform parents/guardians about the health-related, cultural, leisure and social support programs and services offered by social clubs or community organizations

19. This typology was adapted from Joyce L. Epstein, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*, (Boulder (CO): Westview Press, 2001).

3.2 Create an Efficient School

Québec schools fulfill their mission of providing instruction, socializing and providing qualifications through instructional and behavioural support and supervision with a view to helping all students achieve academic, social and personal success. A school can create a sense of community and ensure that everyone involved has the same expectations with regard to student behaviour by establishing quality guidance and support and creating a positive interpersonal climate. Studies of school drop-out rates have revealed an interesting connection between the climate at school and student retention. In addition, the quality of the school environment appears to play a more important role for at-risk students from backgrounds that provide little stimulation or do not support them in their learning.²⁰

The key to a positive school environment lies in the ability to create a structure in which the needs of all students, including those with behavioural difficulties, are taken into account. Such a structure includes the school's rules for behaviour or code of conduct, clear operating procedures and a crisis intervention protocol. It is essential that all school staff, students and parents are involved in defining these rules, and that everyone is willing to comply. It is equally important that the code of conduct be applied consistently and at all times, for this is an essential condition for its success.

3.2.1 The school's code of conduct

The school's code of conduct is an extension of the measures in the success plan. It reflects the school's values and promotes good behaviour on the part of all students. It should also contain educational consequences as well as support measures and incentives for students who break the rules. Every member of the school community should be familiar with it.

The code of conduct is an important educational tool in that it helps to reinforce expected positive behaviours, limits the incidences of aggressive behaviour and encourages positive social behaviour. It is a continuation of an educational approach designed to make students feel secure and supported, and to teach them social skills. Unlike class rules, which are determined by teachers, the code of conduct sets out behavioural requirements for the school as a whole, and all school staff are responsible for enforcing it by calling students to order, either by applying consequences or, more importantly, by providing support. Enforcement should be incremental, based on students' abilities and needs, and the general aim should be to help students become gradually more responsible for their own behaviour, while respecting their level of maturity.

20. Andrée Robertson and Pierre Colletette, "L'abandon scolaire au secondaire: prévention et interventions," *Revue des sciences de l'éducation* (2005), 31, no. 3, 687-707.

The new provisions of the *Education Act* aimed at preventing and stopping violence and bullying in the school are in keeping with this general aim. According to the *Act*, the rules of conduct must specify:

- the attitudes and behaviour that are required of students at all times
- the behaviours and verbal or other exchanges that are prohibited on every platform including social media, at all times, including during school transportation
- the disciplinary sanctions that will be applied according to the severity or repetitive nature of the prohibited act

Also according to the *Act*, the rules of conduct and safety measures must be presented to the students during a civics session held each year by the principal in collaboration with the school staff, and must be presented to the parents at the beginning of each school year.

Developing and implementing a code of conduct

A code of conduct may be introduced in different ways. A five-step model (development, dissemination, education, application and review) is proposed here.²¹

Example: Introduction of a code of conduct

A behaviour support committee from the school team is responsible for overseeing the code of conduct. The committee is composed of teachers and complementary educational services personnel working with students with behavioural difficulties, parents and administrators. The committee's task is to assess the students' needs, introduce the school's code of conduct and operating procedures, and oversee a process for their application, dissemination and review. The committee must consult all the school's staff as well as the students to make sure the rules address everyone's needs. For example, the committee may ask the students how safe they feel at school, and may then introduce rules designed to give them a greater sense of security.

The behaviour support committee performs a number of tasks. For example, it is involved in tracking absences and behaviours, and is also responsible for proposing assignments to help students learn about the rules and to teach them expected behaviours. It must also identify places where inappropriate conduct is more likely to occur and suggest, where applicable, the assignment of additional staff to survey the area or that students be directed away from these areas. Table 3, inspired by various publications on the subject, presents the essential elements that must be considered at each step in the process.

21. See Note 17.

Table 3 Essential Elements to Consider at Each Step When Developing and Implementing a Code of Conduct

1. Development
- Make a connection between the expected behaviours, the educational project and the school's success plan. - Work as a team (the entire staff). - Define between three and five observable and measurable desired behaviours. - Make sure the rules are worded positively. - State the reason for each rule. - Include positive consequences for compliance with the rules, support measures for dealing with minor or major violations, and means of encouraging the desired behaviours. - Plan how the desired behaviours will be taught. - Include review and assessment methods for the code of conduct itself (taking into account the needs of all students and the physical and human characteristics of the school community). - Stipulate how the code of conduct will be disseminated.
2. Dissemination
- Promote the code of conduct among all students and their parents. - Involve the students in the task of presenting the code of conduct. - Post the rules in the school. - Disseminate the code of conduct using a document that is accessible to the students (such as the Student Agenda). - Inform parents of the code of conduct. - Make sure all students and their parents know the rules. - Inform new staff members and substitute teachers of the rules and how they are applied.
3. Education
- Teach students about the expected behaviours. - Provide students with opportunities to display the desired behaviours. - Support students with behavioural difficulties by adjusting the requirements gradually. - Train staff members on how to give positive, remedial feedback. - Publicly announce good behaviour to the entire school and to parents, and acknowledge students who behave well on a daily basis.
4. Application
- Regularly acknowledge desired behaviours. - Set an example for the desired behaviours. - Use positive reinforcement to encourage students who comply with desired behaviours (the entire staff). - Apply the rules consistently and coherently (the entire staff). - Use active supervision strategies. - Work as a team (the entire staff).
5. Review
- Examine the overall implementation of the code of conduct (application by everyone, consistently and coherently, and as an integral part of administrative procedures). - Analyze the code's results in terms of improving student behaviour. - Quickly make any adjustments needed.

Figure 4 Examples of Ways to Implement a Code of Conduct

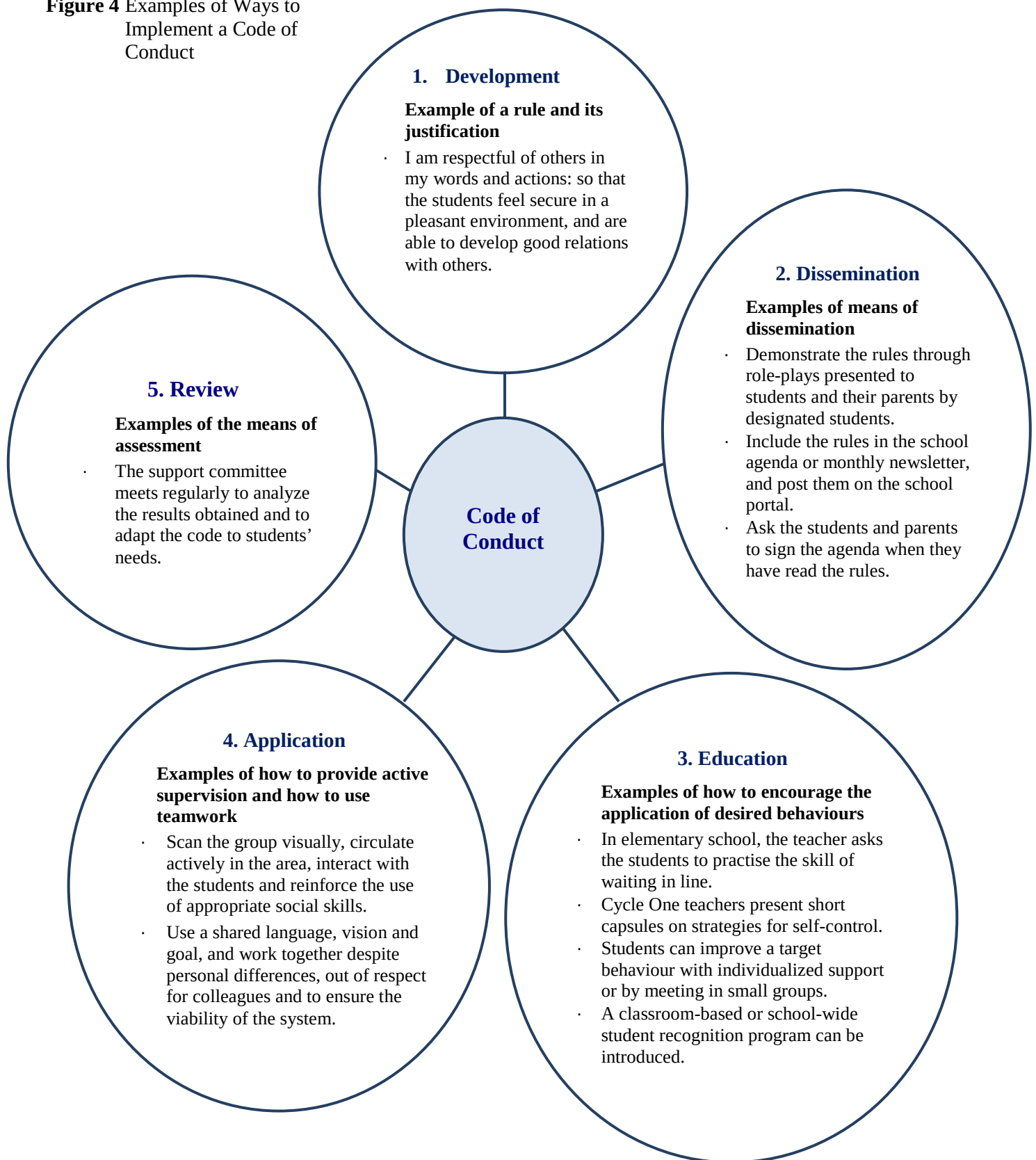


Figure 4 presents examples and explanations for each of the five steps in the development of a code of conduct.

Some useful considerations when implementing a code of conduct

Teach students the rules and provide support

Students with behavioural difficulties can sometimes disrupt activities outside the classroom and need more supervision in less structured contexts, for example between classes, at lunchtime, during recess or at school daycare. Times such as these may also be conducive to learning, since staff members will have opportunities to help the students improve their social behaviour, and by extension, their behaviour in the classroom. When developing the code of conduct, it is therefore important to include *guidelines for teaching social skills*. Complementary educational services staff may be able to help with this task, for example by organizing workshops on how to teach the rules. Below is an example of what this type of workshop may cover:²²

- how to describe, demonstrate and model the expected behaviour
- how to provide opportunities to display desired behaviours
- using role-play where students can try out certain behaviours
- the types of feedback to be given to students on their conduct, and how to teach them to improve their behaviour
- the importance of waiting until students have learned the rules and have had opportunities to practise compliance before applying consequences

Support measures may also be offered to the students. For example, the principles of **repair** and **restoration** may be applied as part of a proactive (as opposed to reactive) approach to undisciplined behaviour. Repair and restoration are designed to remedy the wrong caused to the victim while rehabilitating the offending student by helping him or her to develop social skills.²³ The students concerned benefit from the situation by acquiring constructive learning. Interventions should be instructive in nature, and offending students should not be humiliated.

Distinguish between minor and major offences

Rule violations fall into two categories: minor and major. The category is determined by the nature, gravity and frequency of the behaviour. School staff can use this classification in choosing the appropriate support measures for students who break the rules.

22. The sample workshop is adapted from Herbert Grossman, *Classroom Behavior Management for Diverse and Inclusive Schools*, 3rd Ed. (Lanham, MD/Oxford: Rowman & Littlefield Publishers, 2004), 88.

23. Diane Chelsom Gossen, *La réparation pour une restructuration de la discipline à l'école*, (Montréal: Chenelière/McGraw-Hill, 1997), 47.

Minor offences include disturbances and disruptions (running, pushing, etc.). Major offences involve more serious behaviour (threats, physical aggression, vandalism, **bullying**, etc.). When a major offence occurs in the classroom, support and supervision measures and the consequences stipulated in the school's code of conduct and anti-bullying plan must be applied. The student's actions, attitude and situation must always be examined and considered when selecting the type of intervention. For example, the student's developmental stage, the number of past similar offences and the chronic nature of the behaviour must be taken into consideration. Where necessary, support measures can be included in the student's individualized education plan.

Update the code of conduct on a regular basis

The code of conduct forms part of a medium- to long-term process that applies independently of staff changes. It should be updated from time to time, to make sure it is still relevant to the students' needs. However, it is often better to make changes to the environment before deciding to add new rules.

3.2.2 Operating procedures

Operating procedures set out the school's expectations with regard to students for the smooth operation of everyday school activities. They are usually included in the school agenda to keep students and parents informed. They include the school timetable, the procedure for late arrival at school or to a class, expectations regarding permitted snacks and foods, student arrivals and departures, the dress code, the use of electronic devices and so on. These procedures form part of the school's structure but are not part of its code of conduct. Like all other rules, they should be promoted and encouraged.

Other types of common rules, intended only for teachers, may also be useful in ensuring that students behave properly in school. For example, the school may introduce rules for student assemblies, or to decide which adults will accompany groups on outings, or to assign specific places to groups in the assembly hall. Rules such as these help clarify the behaviours expected of the students.

3.2.3 Security measures

The school should be a secure environment, for both its staff and its students. Various intervention protocols are required to deal with emergencies and crises. They should be developed by a committee composed of teachers and representatives of the professional and support staff, under the authority of the school principal. Table 4 sets out the elements that must be covered by these protocols, to ensure their effectiveness.

The school can call on different partners, such as the health and social services network or the police force, for help in setting up its emergency measures.

For example, the *Education Act's* anti-violence and anti-bullying provisions stipulate that school boards must enter into an agreement with their local police force to determine how the officers of that police force will intervene in an emergency and when an act of bullying or violence is reported to them. They must establish strategies for collaborative action for prevention and investigation purposes.

Table 4 Aspects to Consider When Developing an Intervention Protocol:²⁴

- ü Decide on the purpose of the intervention protocol (*Why?*)
- ü Identify the people and authorities concerned (*Who?*)
- ü Stipulate their respective roles (*What?*)
- ü Describe the intervention procedure (*When? How?*)
- ü Decide on the actions for post-intervention follow-up (*Short-, medium- and long-term*)
- ü Provide for periodic protocol assessment (*How often?*)
- ü Plan for a protocol delivery system to the school's permanent, temporary and supply staff (*By what means?*)

Intervention protocols serve to guide the response of school staff during a crisis or an emergency. An **emergency situation** involves potential danger that may threaten the physical safety of individuals. An emergency may also arise as a result of a tragic event involving the school staff or students. A **crisis situation** often arises when a student's behaviour disintegrates, and spirals out of control in a fairly predictable pattern. By following the intervention protocol, the school staff can apply the measures needed to resolve the situation calmly and, in the case of a crisis, provide the necessary support to the student who triggered it. Appendix 6 presents a sample crisis intervention protocol.

3.3 Introduce a Prevention Program

To ensure that its general measures are effectively implemented, the school should introduce a school-wide prevention program. To do this, it must first analyze the situation, as stipulated in the school's anti-bullying and anti-violence plan, in order to identify the characteristics of the school environment and the needs of all its students.

The success of a prevention program depends on several factors. First, in developing a process, some questions must be addressed:

- What behaviours should be encouraged?
- What are the available resources?
- How much time can staff members invest in carrying out the program?

Following this first step, the school team must commit to a structured implementation process before selecting a program, the tools and means of prevention best suited to its particular needs. Staff involvement is a key factor, since it reflects the importance of the program for the school. Lastly, a plan for application and assessment is required to ensure that the program is properly implemented and allow for adjustments where necessary.

24. Rock Girard and Alain Paquet, *Intervention en situation de crise*, participant's notebook, unpublished document, 2006.

Table 5 presents the key elements to consider when implementing a prevention program.

Table 5 Elements to Consider When Implementing a Prevention Program ²⁵
ü Include the program in the school's structure
ü Plan to implement the program over a period of at least three years
- ü Target the required content - o Socio-cognitive skills (e.g. solving interpersonal conflicts) - o Social skills (e.g. expressing disagreement to a fellow student) - o Regulating emotions and achieving self-control (e.g. anger management)
ü Provide for staff training
ü Use a program that has been tested empirically
- ü Decide on the scope of the program - o Number of persons involved in the program (students, teachers, administrators, complementary education services staff, parents, community members) - o The various contexts in which the program will be applied (school, daycare, school transportation, etc.)

3.4 Apply Practices to Facilitate School Transitions

While at school, students go through a number of transitions: starting school, moving to the next grade, changing cycles, changing schools, graduating, entering the job market or moving on from school to active life especially for students with handicaps. For some students, these key transitions can be quite challenging, particularly for those with behavioural difficulties. It is therefore important for schools to find ways to assist them and all students in general with these transitions. The measures required to do so are universal, address all students and are based on collaborative practices with institutions providing youth services and in collaboration with other schools.

25. Norman Rondeau, *Guide d'implantation des programmes d'habiletés sociales et de résolution de conflits en milieu scolaire*, (Québec: Centre international de résolution de conflits et de médiation, 2003), 10-19.

All members of the educational community, and especially school staff, should be involved in the process of planning and implementing effective measures that will facilitate these times of transition for students. The impact of these measures will be much greater if those concerned view progression through school as part of a continuum, if the measures target the points in their school path when students are most vulnerable, and if the intensity of the measures taken is adjusted to the needs of individual students. In many cases, such measures can help to avoid the difficulties altogether.

With proper planning, students who are helped through transitions are likely to encounter fewer obstacles in their new environment. To be effective, transitional measures should be planned well before the transition actually occurs, and should include systematic actions that focus on the students' strengths and the protective factors in their environmental.

It is important to ensure that the quality of the transitional measures put in place by the school undergoes regular assessment.²⁶ Assessment helps to enhance the impact of the measures taken during certain transitions, such as starting school and going from elementary to secondary school. In both cases, students with behavioural difficulties are likely to be particularly vulnerable.

A transition plan can be included in a student's individualized education plan, and should target the behavioural competencies the student will need in his or her new environment.

3.4.1 Starting school

The first day at school is a key step in every student's life, since it constitutes his or her first contact with the school. Schools must therefore act as facilitators by introducing practices that will help students adjust to their new environment.

26. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Guide for Supporting a Successful School Transition* (Québec, 2010).

Schools can get to know their future students by collaborating with the services used by the children before starting school (preschool education services, daycare services and external services). They should also establish close ties with families by creating channels of communication to exchange information about the child's needs and make parents aware of the importance of supporting their children through the transition from home/daycare to school. Schools that do this are able to make informed decisions on the type of support to offer their students and share responsibility for providing that support with the family, thereby maximizing the resources available to help the children through the transition.

In addition, the children themselves must be prepared to behave in a way that meets the requirements of their new social environment. Children are more successful when, before starting school, they are able to follow rules, respond positively to requests and commands, be cooperative, react positively and confidently to learning, control their emotions and delay gratification.²⁷ Children will therefore adjust more easily to life at school if they have received help in developing their social skills.

Below is a list of educational practices that will facilitate the student's transition to school:

- An educator from the child's daycare service visits the kindergarten class to identify the competencies the child will need in order to better adjust to life at school.
- The child and his or her family visit the school, spend time in the preschool or kindergarten classrooms, and meet the teachers.
- Information leaflets are sent to parents, describing some of the skills they could help their child develop before starting school.
- A meeting is organized for parents, teachers, the daycare educator, the social worker, the school principal and a non-teaching professional, to identify the child's needs to prepare him or her for school.

3.4.2 Transitioning from elementary school to secondary school

Research has shown that individual characteristics can affect a student's experience during the transition from elementary to secondary school. Puberty, for example, which many students attain around the time of this transition, may make them more vulnerable to the stress of adjusting to a new school environment. The transition can also be especially challenging for students who have internalizing disorders, or who are anxious or depressed. Lastly, girls appear to be more sensitive to the loss of their social network, making them more vulnerable in times of transition.²⁸ For them, the transition from elementary to secondary school is particularly stressful, and is associated with high levels of depression.²⁹

However, there are some organizational measures that can help ease the transition. For example, schools can place students in smaller groups (by cycle, by level, by family), or in

27. Rollande Deslandes, "Forts de nos liens pour enrichir notre pratique," opening conference at the Passe-Partout Conference, Drummondville, November 5 and 6, 2009.

28. Roch Chouinard, "Les transitions scolaires: un nouveau commencement ou le commencement de la fin," speech given at the provincial meeting of school administrators in Québec City on November 10, 2009.

29. Diane Marcotte et al., "Comparaison des facteurs personnels, scolaires et familiaux associés aux troubles intériorisés à la fin du primaire et au début du secondaire," *Nouveaux Cahiers de la recherche en éducation* (2008), vol. 8, no. 2, 57-67.

stable groups. This makes it easier for teachers to identify students with difficulties, and helps develop a stronger sense of belonging to the group. Other effective support measures include mentoring, especially in Secondary Cycle One, which helps develop good relationships between teachers and the students for whom they are responsible. Mentors become significant adults for both the students and their parents.

Below are some examples of educational practices that may facilitate the transition from elementary to secondary school:

- The school provides assistance for students who find it difficult to stay organized, by helping them to manage their timetables and school materials. It may, for example, organize a meeting with a school staff member at the beginning of the school year to draw up a checklist of materials required for each course.
- The Secondary Cycle One teachers work together and discuss the behaviours they expect of their students, share strategies that have been effective in the past, and consult with a school board professional in order to help them improve those strategies. They may also decide to develop common classroom rules for all Cycle One groups, to ensure continuity from year to year.
- The staff members concerned prepare a transition plan for students exposed to multiple risk factors. For example, the school portal can be used for exchanging correspondence between Elementary Cycle Three teachers and students and their counterparts in Secondary I.
- The school introduces an orientation procedure tailored to the students' stage of development, which addresses the psychological needs associated with their age group.
- The school provides training for teachers on how to recognize symptoms of anxiety and depression in Secondary Cycle One students.

Special attention should be paid to students with behavioural difficulties during the transition from elementary to secondary school. This is often a time when they need more intensive support to help them organize their course materials.

4 Universal Intervention Measures in the Classroom

Research in the field of education has shown a connection between effective classroom management, which creates more opportunities for learning, and an improvement in student achievement.³⁰ The concept of classroom management has been shaped by different theories over the past few decades. The definition used in this document is based on a pluralistic approach. Archambault and Chouinard define classroom management as "a set of educational practices that teachers in a given cycle team can use in the classroom to establish, maintain and, where necessary, restore conditions conducive to the development of competencies by their students."³¹

Students with behavioural difficulties benefit greatly from effective classroom management. An environment within which students can learn **pro-social behaviour** helps limit the emergence of undisciplined behaviour in the classroom and can control the intensity, frequency and duration of such behaviours. For example, based on the three-tiered intervention model presented in Chapter 2, good classroom management will have a positive impact on the behaviour of roughly 95% of all students in the class.³² Those who respond well to Tier 1 interventions (80% to 90% of students) are unlikely to exhibit behavioural difficulties, while those who require Tier 2 interventions (5% to 15% of students) may occasionally be disruptive and break the rules. These are the students who will benefit most from the impact of effective classroom management. Lastly, students who need Tier 3 interventions (roughly 5% of all students) exhibit disruptive behaviours that are likely to persist despite effective classroom management.³³

There are four main types of preventive interventions under the general heading of classroom management:

- interventions targeting the development of positive relationships
- interventions targeting instructional methods
- interventions targeting classroom organization
- interventions targeting behaviour

30. M.C. Wang, G.D. Haertel and H.J. Walberg, "Toward a Knowledge Base for School Learning," *Review of Educational Research* (1993), 63, 3, 249-294 and 365-376.

31. Jean Archambault and Roch Chouinard, *Vers une gestion éducative de la classe*, 3rd Edition (Montréal: Chenelière Éducation, 2009), 15 [free translation].

32. R.L. Curwin and A.N. Mendler, *Discipline with Dignity* (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1988), 135-136.

33. These percentages will vary according to the school concerned, the students' individual risk factors and the protective factors offered by the school.

Teachers must plan interventions for each of these categories. This chapter provides suggestions that will help improve their current practices to support student success. It also considers the elements of effective communication, which is vital to good classroom management.

When planning or implementing preventive interventions, it is important to consider the interactive nature of the classroom, which may add a layer of complexity to carrying out the interventions, as well as the six major characteristics that define the classroom context:³⁴

- *Immediate*: the rapid pace of events
- *Public*: the events are witnessed by other students
- *Multidimensional*: the class is composed of different types of students
- *Unpredictable*: the immediate nature of the events affects the way the situation will evolve
- *Historical*: the way the situation is resolved sets a precedent for future situations
- *Simultaneous*: several events happen at once in the classroom

Teachers must therefore use their judgment, knowledge and professional experience when choosing a suitable intervention appropriate way of dealing with inappropriate behaviour, and must also take into account the specific situation of the student concerned. The teacher's ability to circulate within the class will have a beneficial impact on the group as a whole and will help prevent the emergence of further disruptive behaviours.

Lastly, democratic and cooperative management styles are especially appropriate in the classroom to encourage students with behavioural difficulties to follow the rules, because they promote participatory classroom management, where the students are involved in deciding how the classroom will operate. This helps create a good atmosphere in the classroom, generates a sense of trust among the students, and fosters a good student-teacher relationship. The relationship factor can be key in the academic path of students in general, and in the success of students with behavioural difficulties in particular.

34. Walter Doyle, "Ecological Approaches to Classroom Management," in Carolyn M. Everston and Carol S. Weinstein (Eds.), *Handbook of Classroom Management: Research, Practice, and Contemporary Issues* (Mahwah, NJ: Lawrence Erlbaum Associates, Inc., 2006), 98-99.

4.1 Interventions Targeting the Development of Positive Relationships

4.1.1 The student-teacher relationship

Research in the field of pedagogical intervention has found increasingly clear evidence of the importance of positive relationships between the students and the teacher. Positive relationships encourage students to become more involved in their learning and are conducive to success at school. For students in difficulty, especially those with behavioural difficulties, the benefits appear to be even greater. Research suggests that a positive relationship can become a protective factor for students,³⁵ especially in their early years of schooling, and may even compensate for the presence of risk factors in their environment.³⁶ Some studies have also shown that the teacher's behaviour in the early years of schooling, combined with a classroom environment conducive to learning, are associated with students' academic success.

Conversely, student-teacher conflicts often lead to behavioural difficulties at school in later years.³⁷ In other words, in the first cycle of elementary school, the better the teacher is able to deal with students who have behavioural difficulties and help them behave differently, the more likely those students are to experience success at school in later years.³⁸ However, while it is true that the individual student-teacher relationship is key in the student's early years at school, it is equally important in subsequent years. It is therefore essential that all teachers should focus on this aspect.

As for the question of creating connections with students, some authors have suggested that teachers should adopt a warm attitude when they first come into contact with their students. This allows them to establish good communications, since the students will feel that their teacher is interested in them, and they are more likely to cooperate as a result. In addition, teachers who are able to establish good relationships with their students become social models, and this, in turn, has an impact on the extent to which students with behavioural difficulties are accepted by their classmates.

The importance of attitude

There are some attitudes that are more conducive to facilitating communication and that help to establish good relationships. For example, a teacher who is open, warm and calm tends to show more empathy, and this encourages and motivates the students. In addition, students are more likely to cooperate with a teacher who is respectful towards them, asks for their opinion and acts fairly. Leadership is also considered by students to be a factor that promotes a relationship based on trust.

In cases where teachers must intervene with a particular student, it is important for them to adopt an attitude that will allow them to maintain the relationship they have established.

35. J. S. Fallu and Michel Janosz, "La qualité des relations élève-enseignant à l'adolescence: un facteur de protection à l'échelle scolaire," *Revue de psychoéducation et d'orientation* (2003), vol. 31, no. 2, 7–30.

36. Tim Urdan and Erin Schoenfelder, "Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs," *Journal of Psychology* (2006), vol. 44, 331–349.

37. Ladd and Burgess, "Do Relational Risks and Protective Factors Moderate the Linkages?"

38. Nancy Gaudreau, *Programme de formation des enseignants–Gestion positive des situations de classe (GPS), Cahier du participant* (Québec, Commission scolaire de la Capitale, 2010) [unpublished document].

For example, in an intervention based on acceptance and empathy, the teacher will listen actively and seek to understand the student's point of view, an approach that will encourage the student to be cooperative. However, it is also important for teachers to maintain a certain emotional distance from their students' difficulties, so that they can depersonalize their interventions and maintain a good relationship with the student while preserving the cohesion of the group.

Appendix 1 presents some methods that teachers can use to establish and maintain a positive relationship with their students. Teachers should select the methods best suited to the situation in their particular classroom.

4.1.2 Relationships between students

In their relationships with others, students must simultaneously manage their behaviour, emotions and cognitive abilities.³⁹ The classroom is an excellent place to structure these relationships and teach social skills. Daily learning activities allow the students to get to know themselves as learners, and also to discover their own personal resources. As they come into contact with others, they are able to recognize their relationship-building strengths and become aware of the aspects they appreciate in other people, and of their own contribution to the group. An environment characterized by positive relationships creates a warm, secure atmosphere within which individual differences can be treated as opportunities to adopt an open attitude to others and learn to know and appreciate them.

Teachers can build mechanisms into their classroom management that will encourage the students to work together toward a common goal. This promotes the development of social skills and attitudes based on empathy and mutual support. Democratic or cooperative classroom management styles are particularly effective in developing these attitudes, since they focus on teamwork planned by the teacher and taught to the students. Also, a class council can be a good way of introducing students to the basic elements of relationship-building with their peers, by teaching them how to express their opinions or feelings. However, students with behavioural difficulties will sometimes require instruction adapted to their needs.

Classroom management should also focus on maintaining group cohesion and encouraging all students to participate actively, so as to create a sense of belonging to the class. One way of generating a sense of belonging is to develop group pride.⁴⁰ This can be accomplished in different ways: displaying the students' work in the classroom, giving the class a name, encouraging the students to help one another, asking the students to acknowledge positive behaviour, and expressing satisfaction with improved behaviour, not just good results. It is particularly important for a student with behavioural difficulties to be accepted by the group and feel that he or she is contributing to the group's development. The teacher can help with this by ensuring that the other students are aware of his or her strengths and interests. If the student feels worthy and accepted, he or she will be better able to work with the other students.

39. Sylvie Dubé, *La gestion des comportements en classe, et si on regardait ça autrement?* (Montréal: Chenelière Éducation, 2009).

40. Mark Boynton, Christine Boynton and Mylène Mercier, *Prévenir et régler les problèmes de discipline* (Montréal: Chenelière Éducation, 2009).

4.2 Interventions Targeting Instructional Methods

Many students with behavioural difficulties also have learning difficulties, especially in reading. Special attention should therefore be given to planning for their learning needs and in choosing instructional methods for use with these students. The document entitled *Learning Difficulties–Reference Framework for Intervention*, produced by the Ministère, is a useful reference document for teachers.⁴¹

When inappropriate behaviour occurs in the classroom, one of the teacher's primary concerns should be to make sure that the academic material being presented is meaningful to the students, and that it is sufficiently challenging while remaining within the parameters of the students' capabilities. This may help eliminate the disruptive behaviour of certain students aimed at avoiding a task. The teacher should also consider the needs of students with behavioural difficulties and place them in conditions within which they can learn and progress. By observing the students individually to identify their specific characteristics, the teacher can produce a profile of the entire class and use it as a basis for planning course content and instructional methods.

Teachers may use different approaches and strategies for different types of learning, but should focus on modelling, explicit teaching of specific notions and concepts, and the application of specific strategies. They should also plan times for reflection, when the students can talk about what they have learned and the strategies they used to learn it. For some students this will be an exercise in structured thinking, while for others it will serve as an additional teaching session.

To be effective, instruction requires a secure and stimulating learning environment. The pedagogical intervention model devised by Archambault and Chouinard, the CLASSE model presented in Table 6, is interesting because it covers all the pedagogical activities carried out by the teacher and includes a number of determinants related to student motivation in general, and motivation of students with behavioural difficulties in particular.

41. Québec, Ministère de l'Éducation, *Learning Difficulties*.

Table 6 The CLASSE Intervention Model ⁴²		
Aspects		Description
C	Conceptions	The teacher's conceptions or perceptions of success, learning and instruction have a key impact on their actions with and attitude toward their students.
L	Latitude	Helping students to set goals and objectives, giving them opportunities to make choices, helping them to plan their use of time, and teaching them to take notes on their progress will help fulfill their need for independence.
A	Ambiance	Two of the basic conditions for motivation and involvement are setting expectations for student conduct and maintaining a classroom ambiance conducive to learning.
S	Learning Situations	The students' interest can be triggered and maintained by informing them about the targeted competencies and how they are used, and making sure the learning situations proposed are interesting and meaningful.
S	Support	Some key elements in a good teacher-student relationship include making sure the students receive the help they need, giving encouragement, congratulating them on their successes and reinforcing their efforts.
E	Evaluation	Evaluating the individual progress of each student, personalizing the evaluation process, using a variety of non-anxiety-generating methods of evaluation, and helping the students to improve their performance will ensure that they are evaluated without being discouraged.

4.3 Interventions Targeting Classroom Organization

Classroom organization is an essential part of classroom management. The main elements of classroom organization that help counter disruptive behaviour can be grouped under three headings: spatial organization, time management and materials management.

4.3.1 Spatial organization

For students, the classroom is a place of learning and the space in which they spend most of their time at school. It is important to ensure that the physical setting is both pleasant and functional and thus will create in the students an increased sense of security and feelings of belonging.

42. Based on Jean Archambault and Roch Chouinard, *Vers une gestion éducative de la classe*, 3rd ed. (Montréal: Chenelière Éducation, 2009), 184.

A well-organized classroom makes it easier for the teacher to supervise the students' learning and behaviour. The teacher and specialist can adapt the space to the teaching styles chosen by the teacher, while still allowing for pedagogical differentiation. The teacher can therefore plan his or her lessons according to the students' needs, learning pace, learning style and interests, and organize the classroom layout accordingly.

A number of criteria should be considered when planning the classroom layout.

- The teacher should be able to see all the students at once.
- The desk layout should be suited to the group's learning activities and supervision needs (desks arranged in clusters or in a half-circle, learning centre, enrichment centre, sitting and reading area, calming corner, self-correction table, etc.).
- The students should be able to move comfortably around the classroom.
- The teacher should easily be able to walk to each student's desk.
- All students should be able to see the daily instructions (timetable, rules, procedures, task chart, etc.) and posters (learning strategies and behaviour strategies).
- Group materials should be easily accessible to all.
- The environment should be pleasant, ordered and vibrant, but not cluttered.
- Students with special needs should generally be placed in the active participation zone of the classroom.

Appendix 2 presents some examples of things teachers can do to organize the physical layout of their space, depending on the specific situation in their classroom. Appendix 7 presents a sample spatial organization model in which appropriate places can be chosen for each student, based on his or her needs.

4.3.2 Time management

Time is an essential element of classroom management. Students, especially those with behavioural difficulties, need to know which activities will take place in the classroom at any given time, and what is expected of them at each moment of the day. There are many effective ways of organizing classroom time.

For example, the teacher can work with the students to plan some of the day's activities, and post the timetable in the classroom. This will help the students to feel more secure, since they will know what they have to do during the day. In addition, the teacher can adjust the time set aside for a task or activity, depending on the situation in the classroom, and can also alternate learning activities with other activities that require different levels or forms of attention, or individual activities with team activities.

In secondary school, students could be given a choice between two types of pedagogical activities, decided in advance by the teacher during lesson planning.

Planning of transitions is equally important in ensuring that the day's activities run smoothly. It is especially useful for students with behavioural difficulties. Undesired behaviours during transitions to specialized courses or between activities can be limited by giving the students a choice of things to do on their own. All students, regardless of whether or not they have behavioural difficulties, are more likely to be disruptive during transitions. They will all benefit from proper transition planning.

Appendix 3 presents some examples of the things teachers can do to organize time management, depending on the specific situation in their classroom.

Introducing routines

Routines are particularly useful at the following times: when students first arrive in the classroom in the morning or afternoon, while taking attendance, when students return from recess, when preparing materials for an activity, when preparing to move from one place to another, when preparing school bags, at the start and end of teaching periods at the secondary level, and when going to the gymnasium.

A routine is a sequence of actions that is performed more or less automatically. It frees our working memory, and helps us to become more efficient by saving time and energy.⁴³ As the name suggests, a routine is performed on a regular basis. Teachers use routines at strategic times of the day so that the performance of certain tasks becomes more predictable. When performed quickly, a routine reduces spontaneous student interactions, which are a potential source of conflict for students with behavioural difficulties. Teachers can also take advantage of routine activities to meet individually with specific students.

Routines make the students feel secure, since they are able to perform the activities independently, without the teacher's help. Initially, all students will benefit from a more directive instructional approach to classroom routines, but can then gradually become more autonomous. Some students, however, especially those with behavioural difficulties, will need more help with learning the routines in the form of support, visual cues (pictograms), non-verbal reminders, and so on.

Introducing procedures

A procedure is a set of instructions to be followed for a given learning activity. By clearly stating the teacher's expectations, it makes the use of time devoted to learning or the activity more efficient, and helps students feel more secure and become more independent. For students with behavioural difficulties, a procedure serves as a guide to help them maintain appropriate behaviour. When developing a procedure, teachers should consider the following eight aspects:

ü How students work:

- as a large group
- in small groups
- with friends
- individually

ü How students communicate:

- in writing
- by talking among themselves
- by appointing one person per team to lead the discussion
- by raising their hand
- by taking turns

ü How students ask for help:

- by raising their hand
- by using a coloured card
- by asking another student
- by writing their name on the blackboard

ü Where the students work:

- at their desk
- at a classmate's desk

43. Dubé, *La gestion des comportements en classe*.

- at the table in the centre of the activity
 - by moving from place to place
- ü *The use of school materials by the students:*
- where they are placed
 - how they are distributed
 - how they are collected
- ü *What the students can do when they have finished their work:*
- quietly read a book
 - start a new task
 - choose an activity from a list
 - help a classmate
- ü *When transitioning between activities:*
- the type of signal that marks the beginning or end of an activity
 - how materials are put away: individually or by the group
 - how much warning students are given before the end of the activity
- ü *When transitioning from one place to another:*
- how the students move from one place to the next: lining up in the classroom, waiting in line, taking up predetermined places
 - behavioural expectations at different times: before leaving, during the transition and at arrival
 - how the group is accompanied and ways of making sure the students stay together

Example of a procedure used in a mathematics learning centre:⁴⁴

At the mathematics activity centre:

- I follow the rules.
- I speak quietly.
- I stay with my group.
- I respect the number of places available.
- I wait my turn to use materials.
- I ask for help from someone in my group before going to see the teacher.

44. Alberta, Alberta Education, *Supporting Positive Behaviour in Alberta Schools: A Classroom Approach* (Edmonton, 2008), 27–28 [online], <http://www.assembly.ab.ca/lao/library/egovdocs/2008/aled/165333.pdf>.

4.3.3 Materials management

The term “materials” refers to all the items students need to carry out classroom learning activities. This includes their personal materials as well as the educational materials made available by the school. When materials are properly organized (e.g. placed in order, properly identified, made available only for the specific activity and in sufficient quantities for each table to minimize unnecessary students movement), less time will be wasted and the materials are likely to last longer and be handled with respect. The teacher can use different strategies to organize educational materials in the classroom: for example, by grouping together similar types of materials, appointing a student to be responsible for their distribution, and providing a box for collecting student assignments. The teacher should also pay special attention to students with behavioural difficulties, since they may need more supervision and support to manage their materials. Some of the things that may help them include using an agenda to write down homework, using a checklist and sending notes home to parents. To help the students gradually become more independent in this area, the work plan may include sessions where the materials required for carrying out each activity are clearly indicated.

Appendix 4 describes some of the things teachers can do to facilitate materials management, depending on the specific situation in their classroom. Appendix 5 contains examples of how certain objects may be used to facilitate classroom management.

4.4 Interventions Targeting Behaviour

To manage their classrooms effectively, teachers must be proactive by introducing measures designed not only to facilitate learning but also to manage student behaviour. Just as they would use pedagogical differentiation for learning, they should also plan for differentiated behavioural interventions in the classroom.

4.4.1 Reward systems

Reward systems are used extensively but are not considered to be classroom management tools and should be introduced alongside other methods of classroom management. It is important to be aware that reward systems do not, generally speaking, produce good results. The students whose behaviour needs to be improved are often those who are deprived of the privileges associated with reward systems, whereas students who are best at meeting the system’s behavioural expectations are those who would in any case have behaved properly. Such systems do not encourage the development of autonomy because students have the impression that they are not in control of their environment. Moreover, reward systems have very little impact on the learning and generalization of new behaviours. They can even cause the behaviour of some students to deteriorate. Nevertheless, their potential effects can be enhanced if teachers strictly follow the steps listed in Table 7 at the planning stage.

Table 7 Steps in Implementing a Reward System ⁴⁵
- Ø Identify the goal. - Ø Identify the people for whom the reward system is intended, and when it is to be introduced. - Ø Stipulate the target situations and behaviours. - Ø Stipulate the duration of the intervention. - Ø Decide how the reward system will function (relative importance of behaviours, privileges and reinforcements, method of distribution). - Ø Plan reinforcement pairings. - Ø Plan for the elimination of the reward system.

There are other simple and effective methods that can be used to reduce problem behaviour. Basically, they include the introduction of class rules and the use of interventions designed to guide students toward academic learning.

4.4.2 Class rules

Class rules set out the behaviours expected of students to ensure a smooth learning process and the development of good relationships in the classroom. They provide a sense of security for the students by ensuring that behaviour is managed in a predictable manner.

On average, classrooms with established rules and procedures have 28% fewer incidents of disruptive behaviour than other classrooms.⁴⁶ However, to be effective, rules must take into account the factors listed in Table 8 below.

45. Archambault and Chouinard, *Vers une version éducative de la classe*.

46. Boyton, Boyton and Mercier, *Prévenir et régler les problèmes de discipline*.

Table 8 Factors to Consider for Ensuring Effective Class Rules	
Ø	The students' age
Ø	Number of students
Ø	Subject taught
Ø	Number of hours spent with the group
Ø	The students' ability to control their behaviour
Ø	The students' socio-cultural environment
Ø	The teacher's professional and personal values
Ø	The values and expectations of the school team and the school principal
Ø	Differences in the students' understanding of the rules and in their ability to learn them
Ø	Class composition

The process used to define class rules is similar to that used to develop the code of conduct, and includes the following five steps: Design, Education, Dissemination, Application and Review.

Development

It is extremely important that the students be involved in the development process, since they are more likely to commit to and support rules if they feel responsible and play a role in defining them. The rules should reflect the needs of all students, and the teacher should reserve the right to change them during the school year, depending on how the group evolves.

When writing the class rules, the teacher should bear in mind certain principles that will help ensure that they are meaningful for the students and hence easier to apply. These principles are listed in Table 9.

Table 9 Guiding Principles for Developing Class Rules

- Ø Keep the number of rules to a minimum (four or five).
- Ø Cover the following topics: assignments, self-respect and respect for others, respect for the environment, and procedures.
- Ø Describe expected behaviours in the present tense.
- Ø Use positive wording to describe expected behaviours.
- Ø Do not use adverbs (e.g. “silently”).
- Ø Use the “I” pronoun at the beginning of each sentence.
- Ø Write short sentences.
- Ø Make sure the rules are reasonable and reflect the students’ capacity to comply.
- Ø Make sure the students and their parents are familiar with the rules.
- Ø Plan activities to teach the rules.
- Ø Provide for regulation of the rules and assessment of the results to decide whether or not the rules are effective and should be maintained.

Education: Teaching the rules

Teaching each of the rules is essential if behaviour is to be managed properly in the classroom. Teachers can begin this process by initiating a discussion with the students about their past experiences with learning and complying with rules as a way of identifying the notions that need to be addressed. They may then choose the method they feel is most appropriate to teach the rules. For example, the students could be asked to work in teams and produce a drawing or text describing different ways of complying with the rules. Students with behavioural difficulties may need more explicit and more frequent instruction, even for rules that were in force in previous classes. Support and encouragement measures will help them learn and maintain the desired behaviours. In elementary school, teachers can place pictograms on students’ desks to remind them of the rules. In secondary school, students can be given self-evaluation sheets to track their own progress. Lastly, teachers should remind students of the rules on a regular basis, and after each school holiday.

Examples of methods that can be used to teach the rules include bingo cards on which the rules and procedure are written, and role playing in class.

Disseminating the rules

Posters with the class rules displayed in the classroom serve as educational and behavioural road maps for the students. By referring to them regularly, the teacher makes sure the students are familiar with them, while reinforcing the rules' legitimacy and use. Parents should also be made aware of classroom behavioural expectations. They can be kept informed in a variety of ways: via the school agenda or portal, at a meeting at the beginning of the school year, and so on. If the teacher decides to have the students participate in presenting the class rules to the parents, they are more likely to understand the rules and follow them in the classroom.

A group of students could be asked to present the rules at the first parents' meeting at the beginning of the school year. In secondary schools, the presentation could include cartoon strips produced by the class as a whole, showing different ways of complying with the rules.

Applying the rules

It is vital for teachers to notice and acknowledge good student behaviour on a daily basis, since this helps students to realize that there are more benefits to be gained from complying with the rules than from breaking them. It is also useful to involve all students in the process of enforcing the rules by asking them to encourage one another and help each other to adopt positive behaviours. Conversely, the consequences of breaking the rules should be designed to educate and help the student understand what is required of him or her and how to behave more appropriately. Since the rules are directly tied to observed problem behaviours, the consequences should be applied quickly and be proportional to the gravity of the offence. The consequence should include instructions in replacement behaviour, and be accompanied by repair and restoration measures and be supported by measures of encouragement. Before administering a consequence, the teacher must ensure that the student understands what it is. Consequences should always be conveyed in private, using a calm, neutral tone of voice.

If rules are to be viable in the classroom, they must be applied consistently and in a coherent way. Rules accompanied by support measures adapted to the needs of students with behavioural difficulties can become opportunities for learning.

Reviewing the rules

Class rules must be reviewed regularly, to determine whether they should be maintained, changed or abolished. The review process may include the use of questionnaires or observation sheets, and must take the needs of the entire group into consideration. Here again, the students should be involved in the process, for example by completing a group questionnaire, to make sure they all support any changes made.

4.4.3 Interventions aimed at directing the students toward learning

Outbreaks of undisciplined behaviour can disrupt learning, which is the reason the students are in the classroom in the first place. Such behaviour can take different forms: lack of respect toward another student, time-wasting, inappropriate use of materials, and so on. The teacher should have access to a broad array of interventions to address such situations, and should use his or her knowledge of and relationship with the students to decide on the most appropriate intervention.

The interventions that are most effective in preventing or eradicating undisciplined behaviour can be grouped into four categories: encouragement measures, non-verbal interventions, verbal interventions, and commands.⁴⁷ Teachers can resort to these interventions, in this order, to help manage disruptive behaviour in the classroom. A ratio of three positive interventions for every negative intervention is recommended.

In all cases, the most appropriate intervention is the most discreet choice, the one that least disturbs classroom activity, and redirects the student to the required task.

Encouragement measures

Teachers can choose from several types of encouragement measures: encouragement and congratulations, positive reinforcement, or rewards. In applying these measures, they are giving the impression that they believe in the student's ability to succeed, and this will help stimulate and motivate the student.

Encouragement and congratulations

The teacher can offer the student encouragement during an assignment or for behaving appropriately, thereby acknowledging the student's effort. Congratulations are used after a task, to provide the student with feedback on the quality of his or her work or behaviour. Encouragement and congratulations should be given as naturally as possible, and not as part of a reward program.

Positive reinforcement

There is evidence showing that it is better to focus on appropriate behaviour than on inappropriate behaviour, and to provide positive feedback when a student behaves well. Reinforcements, or positive consequences, can therefore help to solicit or maintain a specific behaviour. However, it is important for a reinforcement to be age-appropriate and adjusted to the student's capacity to adopt the desired behaviour.

47. *Ibid.*, 147–148.

There are four categories of reinforcements:

- *tangible reinforcement*: stickers, certificates, etc.
- *social reinforcement*: permission to sit with a friend, or to welcome the other students with the teacher in the morning, etc.
- *reinforcement using classroom activities*: permission to use the computer, permission to listen to music, etc.
- *reinforcement using activities outside the classroom*: permission to give someone a message, permission to go to the library, the right to help the cafeteria staff, etc.

The use of reinforcement may be planned or improvised, depending on the student's situation. However, a number of conditions, shown in Table 10, must be met in order to maximize the impact of reinforcement on the students.

Table 10 Conditions for Effective Reinforcement (Brophy)⁴⁸

Reinforcement

- is given to mark progress or effort
- allows the students to become aware of their progress
- is associated with completion of a task
- is given after effort or during a difficult task
- is spontaneous
- is given after the adoption of a desired behaviour
- rewards achievement of a specific goal
- places emphasis on acquired learning
- informs the students of the value of their accomplishments or competency
- refocuses the students on their behaviours
- places emphasis on behaviours
- associates success with internal factors (effort, competencies)

A number of guidelines also apply to the way reinforcement is used:

- Start by offering the student small frequent reinforcements, then gradually leave more time between each feedback.
- Give reinforcement as quickly as possible after observing the desired behaviour, and describe the behaviour (e.g. “You are good at solving problems when . . .”).
- Use reinforcement that the students have helped choose and that are meaningful to them.
- Use different types of reinforcement to maintain the students’ interest. When extrinsic (tangible) reinforcement is preferred due to the students’ needs and level of maturity, a gradual shift toward intrinsic (social) reinforcement should be planned.
- Combine tangible and social reinforcement to enhance their respective impacts.
- Use different types of reinforcement.

In addition to using the various types of reinforcement mentioned here, it is important to make the students aware of all the reinforcement they receive naturally and logically, every day, when they behave appropriately in the classroom.

48. Archambault and Chouinard.

Rewards may also be used as positive reinforcement. However, the aim should be to please students and hence create a climate conducive to learning, rather than requiring them to perform academic tasks. Rewards can be given spontaneously, after a group assignment, or to acknowledge the students' combined effort to rise to a behavioural challenge that has helped the class to run more smoothly.

Non-verbal interventions

Teachers should always begin by using non-verbal interventions. The intervention should be discreet and aimed solely at the student(s) concerned, to avoid diverting attention from the classroom learning activity. Below is a list of the main non-verbal interventions that teachers may apply in different situations.

The table below is from an article by Shrigley (1985) as it appears in: Mark Boynton and Christine Boynton, *The Educator's Guide to Preventing and Solving Discipline Problems* (Alexandria, VA: Association for Supervision and Curriculum Development, 2005).⁴⁹

Attention indicator	Use a signal known to all students to signify that their immediate attention is required.
Non-verbal code	Use a non-verbal code (sign) previously agreed upon with the student to redirect his or her attention to the task at hand.
Glance	Communicate disagreement or disapproval by focusing your eyes on the student.
Proximity	Stand beside the student to signify physical presence and the availability of support if required.
Control through touch	Touch the student lightly on the shoulder or hand as a reminder of the task.
Intentional ignoring	Intentionally ignore an undesired behaviour aimed at drawing the teacher's attention. If ignored, the behaviour is unlikely to be copied by the other students. Note that it is the disruptive behaviour that is ignored, not the student (e.g. the teacher does not remark on the fact that a student is drawing on a sheet of paper while watching the teacher give instructions).
Constructive feedback	Use a non-verbal signal to acknowledge the desired behaviour by a student or by the group (e.g. use a hand signal, write or draw a message on the board).

49. Robert L. Shrigley, "Curbing student disruption in the classroom: Teachers need intervention skills," *NASSP Bulletin*, v. 69, no. 479 (1985): 26–32.

Discreet message	Place a small, prepared card on the student's desk to remind the student of the desired behaviour (e.g. "Keep up the good work," "Keep your eyes on your own work," or "It's time to start working.")
Walking around the classroom	Walk around the classroom or gymnasium while the students are working or while explaining the task. This reinforces the supervisory aspect of the teacher's presence and maintains the students' attention.
Restructuring	Abandon an activity that is not suited to the group as a whole and substitute another activity that is more appropriate to the students' needs.
Limitation of space or materials	Limit access to certain spaces or objects to students who have difficulty with their proper use or organization.
Selective distribution of attention	Express interest in desired behaviour and do not pay attention to undesired behaviour (e.g. pay attention to students who raise their hands and ignore those who speak up without permission).

Verbal interventions

Verbal interventions should be used when non-verbal interventions are insufficient to change a student's disruptive behaviour. Verbal interventions should be aimed directly at the student concerned, and should be carried out discreetly, not in front of the group. Below is a list of the main verbal interventions available to teachers, depending on the situation.

Direct appeal	Name the student, referring to a prior agreement with him or her (e.g. "Joel, you know we agreed on ..."). Direct appeals should be used in a way that does not disturb the group or give the student an opportunity to talk back.
Verbal reminder	Remind the student of the instructions, to redirect his or her attention back to the required task.
Constructive feedback	Use a verbal comment to acknowledge a desired behaviour by an individual student or by the group as a whole.
Occasional help	Help a student with the task if he or she is likely to encounter problems, to avoid needless frustration on his or her part.
Reformulation	Rephrase in your own words what the student is attempting to express through his or her inappropriate words or behaviour.
Tone of voice	Use a low tone of voice to obtain attention.
Request for feedback	After an activity, ask the students to rate their assessment of the activity.

Commands

Teachers should use direct commands in cases where a student continues to be disruptive despite verbal and non-verbal interventions. Commands should be addressed directly at the student concerned, discreetly and not in front of the group. Below is a list of the main types of commands, along with advice on how to formulate and use them.

ALPHA command	These commands should be worded precisely and given directly, one at a time. The student should be given roughly five seconds to respond. The teacher should establish eye contact with the student, address the student by his or her first name, and speak in a neutral but firm tone of voice, using vocabulary that the student will understand (e.g. “John, put down your pencil.”)
SMART command	This is a command that is specific, measurable, attainable, realistic and time-sensitive. The teacher should name the student, name the observed behaviour, ask for the desired behaviour and give a specific time for the student to comply (e.g. “Leo, I see that you’re not using your scissors properly. What you’re doing is dangerous. I am giving you five seconds put them on the table.”)
Simple command	The teacher gives the student two simple commands that are easy to execute before asking the student to change his or her behaviour (e.g. “Max, would you lend me your eraser? Thank you.” “Max, can I use your marker pen for a few minutes? Thank you.” “Max, start your correction now. Thank you.”)
Repetition of verbal reminder	Remind the student of a previous command, to redirect his or her behaviour. (e.g. “Mary, I asked you to go back to your seat.”)

Lastly, when giving students instructional or behavioural commands, teachers must leave sufficient time for them to respond. This is especially important in the case of students with behavioural difficulties.

4.5 Essential Elements of Effective Communication

Teachers can use different means of communication to ensure that their interventions are as effective as possible. They will facilitate the teacher’s discussions with people who can provide new information on the students in his or her classroom, especially those with behavioural difficulties.

4.5.1 Recorded information

Teachers do many things on a daily basis to support students with behavioural difficulties. It is important to note down important information for use in future interventions. Information on late or missed assignments or homework, or violations of the school’s code of conduct should be recorded. It is equally important to note down positive elements, such as examples of good behaviour, which demonstrate the student’s abilities. When planning interventions aimed at achieving specific behavioural goals with a student, teachers should systematically note down all support measures and

encouragement measures applied, along with the outcomes achieved. A record of telephone calls and meetings with parents, all communication with specialists and resource persons from outside the school, and consultation meetings with complementary educational services staff make up the bank of important information that should be kept by the teacher. All this information can be used to prepare more personalized support strategies for students that need them, for example as part of an individualized education plan.

4.5.2 Parental cooperation

Parental cooperation is extremely valuable in cases where teachers must apply supervisory measures in the classroom, in both elementary and secondary school. Teachers must prepare in advance for one-to-one and group meetings with parents or guardians. Appendix 8 presents a model that teachers can use for this purpose.

The initial general meeting with parents or guardians must be prepared with care. It should provide basic information on how the class works, and should take place in an atmosphere that reflects the classroom dynamics and encourages the parents or guardians to participate. For example, the parents or guardians could be asked what type of contribution they may be able to make to the class. Teachers can also ask their students to help prepare and organize this evening event.⁵⁰

One way for teachers to communicate personally with the parents or guardians of all the students in their class is to choose a student at random each day and write a positive message in his or her agenda. This process should continue until messages have been written in all the students' agendas, and can then start again from the beginning. Once a good relationship has been established with the student's parents or guardians, it is easier to communicate information on the student's inappropriate behaviour. However, in this latter case the information should not be sent via the student's agenda; instead, the parents or guardians should be asked to call the teacher. The teacher is often the first person in whom parents or guardians will confide about their child's behavioural difficulties at home. In such an event, the teacher can provide them with information on the resources available at school or from the local health and social services network.

50. See: [Online] www.Acti-jeunes.qc.ca.

There are several different ways of establishing a connection between the home and the classroom. For example, teachers may telephone parents or guardians during the first week of school, to introduce themselves and say how pleased they are to welcome their child to the classroom, or leave a message to this effect in their voicemail. They may also write a short positive message in the student's agenda, or note down one of the student's qualities and communicate it to the parents or guardians via the school's portal.

4.5.3 Consultation

Although teachers are responsible for managing their own classrooms, they may also approach other people at the school to help make their interventions more effective. For example, they may ask other teachers about their experience with a specific student, so as to take advantage of interventions that have proven effective and avoid those that have produced less helpful results. This is beneficial not only to the student concerned, but also to the general atmosphere in the classroom.

Teachers may also consult the school principal or the complementary educational services staff, either to help improve their classroom management or to better target their interventions. In cases where a more targeted intervention is required, they may also call on partners from the health and social services network.

At school team meetings, the principal may allow for discussion periods in which teachers can share their experiences and use educational capsules to discuss classroom management strategies as well as support and encouragement measures used with students. Classroom visits may also be arranged, whereby teachers can present to their colleagues the motivation and supervision systems they have instituted with their own students.

5 Recommended or Preferred Interventions

If problem behaviour persists despite school-wide universal intervention measures, it may be necessary to resort to targeted interventions. In the case of frequent, sustained or highly disruptive behaviours by certain students, teachers should continue to apply universal intervention measures to support classroom management, but should also work with others to decide on more personalized interventions.

The first step is to ask the school principal and complementary educational services staff for help in working to identify potential solutions. Teachers should also ask for greater collaboration from the parents or guardians of the students concerned and, where necessary, may call on outside services. If the situation requires it, all these partners can work together to prepare an individualized education plan or an individual intersectoral service plan for the student. In such cases, the collaboration of everyone concerned is essential if the intervention is to be effective.

This chapter begins with a brief review of the educational perspective that must serve as a basis for choosing and applying support measures and supporting interventions. Then, a series of preferred interventions are presented, including a school-wide problem-solving process and educationally-based structured interventions that teachers and other school staff members can use in different situations.

5.1 An Educational Perspective

Schools are places of education, and all decisions concerning students with behavioural difficulties and the interventions used to address their difficulties should include an educational component. The stakeholders should base their professional judgment on practices that have proven their worth. Knowledge of such practices will also help them to depersonalize their interventions by maintaining a distance between the student's disruptive behaviour and the emotions it generates. If they are able to do so, the interventions they choose are more likely to be consistent, fair and suited to the student's needs.

The aim of every intervention should be to make the student accountable and more independent, and the vocabulary used should be positive, encouraging the student to behave well rather than focusing on the inadequacy of his or her behaviour. Research in the field of education has shown that severe reprimands generate aggressive behaviour and anxiety among students, and reduce their desire to learn.⁵¹ This must be taken into account when applying educational consequences. Consequences should be predictable, directly related to the undesired behaviour, and proportional to the student's level of responsibility and the severity of the behaviour in question.

51. Grossman, *Classroom Behavior Management for Diverse and Inclusive Schools*, 306.

Some students with behavioural difficulties or disorders may in fact have more than one difficulty, and may be exposed to additional risk factors as a result (e.g. attention deficit disorder with or without hyperactivity, oppositional disorder, anxiety, depression, etc.). Behavioural difficulties and disorders may also disguise mental health problems or significant learning disorders. It is therefore important to consider the situation as a whole, and intervene in a way that is most appropriate for the student. Teachers do not need to have extensive knowledge of all these disorders, but a basic awareness of their existence and some practical information on how to address them may be useful. Complementary educational services staff can provide valuable support with this aspect.

5.2 Structured Educational Interventions

Structured educational interventions allow teachers and other school staff members to fulfill one of the school's basic missions, namely to socialize the students. Behaviour management encourages the students to learn new social skills, and may also help students with behavioural difficulties to better integrate into the classroom.

5.2.1 Learning new skills

Social competency

Social competency is defined as an ability to adjust one's behaviour and integrate harmoniously into a group using one's cognitive and emotional skills. There are several ways for teachers to help their students develop this competency. For example, pedagogical practices such as **mentoring**, cooperative learning and project-based learning are well suited for this purpose. Clear class rules that help the students to become accountable and respectful, combined with reinforcement of positive behaviour and the use of logical, educational consequences, will also help the students to develop and exercise their social competency.⁵²

52. Goudreau, *Programme de formation des enseignants*.

Parents and guardians also have a role to play in helping their children to become socially competent. They can obtain support from stakeholders in the school community or partners in the health and social services network, who will help them to identify interventions to use and attitudes to adopt that can be applied within the family. Examples include:

- having high expectations and standards for their child's behaviour
- explaining the reasons why some behaviours are acceptable and others are not
- reinforcing the rules of conduct and enforcing them in a consistent and coherent way
- applying educational consequences
- showing empathy to their child
- including the child in all decisions concerning him or her
- providing the child with age-appropriate opportunities to be independent

The active involvement of the student, as well as that of the school staff, parents or guardians and partners from community organizations or social services, is vital in developing the student's social competency and in obtaining the best possible results from interventions. Other recommendations include multimodal interventions, focusing on both the child and his or her environment, and the use of classmates as agents of change.⁵³

Social skills

For most children with behavioural difficulties, the development of social skills is a key aspect, since it will help them become socially competent. Once they have access to a broader array of social skills, many will be better able to adjust socially within their environment.

Programs designed to teach social skills form an integral part of sound classroom management. Such programs can be introduced by teachers at the beginning of the school year, and then can be adjusted, either by the teacher or by the complementary educational services staff, to ensure that they meet the specific needs of certain students. Teachers can use social skills programs to provide their students with opportunities to interact and work together, and to plan the order in which skills are taught,⁵⁴ as well as the practice, maintenance and generalization of the different social skills.⁵⁵ For the programs to be effective, teachers must decide whether any of their students are lagging behind the others in terms of knowing, practising or generalizing a given skill. Teachers must take the needs of all students into account, not only in their interventions, but also in everyday reinforcement and application of the skills in the students' natural context. Table 11 presents the various elements to be considered for each sequence.

53. F. Bowen et al. (2001), cited in Line Massé, Nadia Desbiens and Catherine Lanaris, *Les troubles du comportement à l'école* (Montréal: Chenelière Éducation, 2006), 214.

54. Ibid., 219.

55. Ibid., 214.

Table 11 Elements to Consider When Planning Activities Aimed at Helping Students Acquire Social Skills ⁵⁶		
Teaching	Application	Maintenance and Generalization
- Describe the inappropriate behaviour. - State the reasons why the behaviour needs to be changed. - Describe the appropriate behaviour. - Name the pro-social behaviours. - Describe the components of the expected behaviour. - Set an example. - Initiate a discussion with the students. <i>For example, a small group of students can be taught the necessary social skills for conflict management.</i>	- Use role playing through simulations. - Use cooperative play to practise social skills. - Give positive feedback on appropriate behaviour. - Use different reinforcement methods. <i>For example, a student is working to acquire the skill of asking an adult for help during recess, and the teachers encourage him when he does so.</i>	- Ensure that social skills are applied in natural contexts. - Ensure that social skills are applied in a variety of contexts. - Work with other resource persons and parents. - Evaluate the results and adjust the learning. <i>For example, a student applies strategies that help her to remain calm during a conflict situation in music class. She is encouraged by the specialist who is familiar with the strategies available to her.</i>

56. Ibid., 219–222.

Social skills fall into five different categories or levels, depending on their complexity and the extent to which they have been developed by the student.⁵⁷ This ranking can be used by teachers to decide on the level at which a student with behavioural difficulties is functioning, and to implement the instructional measures best suited to his or her needs.

Level 1	Skills required for communication (e.g. the student is able to listen and ask questions)
Level 2	Skills required to manage emotions (e.g. the student is able to control his or her impulsivity)
Level 3	Skills required for involvement in collaborative tasks that require team work (e.g. the student is able to recognize other people's needs)
Level 4	Skills required to find alternative solutions to violence in conflict situations or potential conflicts (e.g. the student is able to ask for help from a classmate or adult to solve the conflict peacefully)
Level 5	Skills required to be assertive and to be able to manage peer pressure (e.g. the student is able to resist the negative influence of some classmates)

Some programs seem better suited to girls and others, to boys. For example, a program designed to develop emotional competency is generally more effective for girls, since it helps them become more assertive and better able to adjust to life at school. Programs designed to enhance awareness of other people (empathy) and pro-social behaviour also seem more appropriate for girls, as do programs that involve working with small, same-sex groups to develop behavioural and socio-cognitive as well as social and emotional skills. For example, a girl-only friendship circle helps the participants to develop good interpersonal relationships and encourages them to be more assertive and express their emotions.⁵⁸

On the other hand, programs that use sports to develop behavioural and socio-cognitive skills seem better suited to boys, and are more successful at reducing physically aggressive behaviour. It is equally important, however, to help boys develop empathy and pro-social behaviours.⁵⁹

57. Ibid., 223.

58. Ibid.

59. Ibid.

5.2.2 Managing moderate to high-intensity behaviours

To decide which of the behaviours observed in the classroom require a special intervention (i.e. moderately to highly disruptive behaviours), the teacher should consider the following questions about the behaviour:

- Has the behaviour persisted despite preventive interventions?
- Does the behaviour have a negative impact on the involvement of the student concerned and other students in their learning?
- Does the behaviour disturb the other students significantly?
- Does the behaviour require interaction between the student and the teacher, or does it force the teacher to intervene with the other students?
- Does the behaviour appear to be internalizing or externalizing?
- Is there a risk of things getting out of control between the student and teacher?
- Does the behaviour endanger the safety of the teacher or the other students?

Once the disruptive behaviour has been identified, the teacher should begin by approaching the student in private. The student is more likely to collaborate if the teacher speaks to him or her personally, and in addition this will avoid a situation in which the student is given special attention in front of the class. Positive attention from classmates and negative attention from the teacher will both reinforce the student's inappropriate behaviour and encourage the student to continue to be disruptive.⁶⁰

The better the teacher knows the student, and the better the student-teacher relationship, the greater the impact of the intervention.

Moderate to high-intensity behavioural difficulties do not always take the same form. They may, for example, appear as oppositional behaviours, social withdrawal, aggression, attention disorders, problems of comprehension, impulsivity, agitation,⁶¹ and so on.

60. Walker, Ramsey and Gresham, *Antisocial Behavior in School*, 160.

61. Québec, Ministère de l'Éducation et Ministère de la Santé et des Services sociaux, *Trouble de déficit de l'attention/hyperactivité. Agir ensemble pour mieux soutenir les jeunes* (Québec, 2003).

Oppositional behaviours

There are four types of oppositional behaviours⁶² that can lead teachers to engage in a series of verbal exchanges or power struggles with a student, hence the importance of recognizing and putting a stop to them quickly. This type of behaviour tends to appear gradually, depending on the student's age and maturity:

- *Passive oppositionality*: The student decides not to respond to the teacher's command, but does so in a non-demonstrative way.
- *Straightforward refusal*: The student signifies, verbally or by a gesture, that he or she does not intend to assent to the teacher's command.
- *Direct defiance*: The student refuses to cooperate in a highly emotional way that leads to a verbal escalation with the teacher.
- *Negotiation*: The student attempts to alter the teacher's command by changing the nature or the conditions of the command. The student negotiates, attempts to redefine the command or to reach a compromise.

Aggressive behaviour

There are several factors that can explain aggressive behaviour. Students who behave in this way often have difficulty decoding social indicators. This often leads them to interpret other people's behaviour as being hostile, provocative or spiteful towards them, whereas other students will not. As a result, they use aggressive ways to solve conflicts. For these students, an intervention by the teacher will not suffice; they also need support from complementary educational services staff, who can work with the teacher to develop the students' ability to see a situation from another person's perspective, help them develop empathy, and learn new problem-solving strategies.

Girls sometimes use indirect aggression to solve conflicts: for example, denigrating or ridiculing their classmates, talking behind their backs or gossiping about them. Students can also persuade their friends to dislike another student, try to exclude a student from the group, write hurtful things about another student, or reveal secrets that were told to them in confidence. Students, regardless of gender, who repeatedly use indirect aggression are at risk of developing adaptation problems.⁶³

62. Walker, Ramsey and Gresham, *Antisocial Behavior in School*, 156.

63. P. Verlaan et al., "Agresser sans frapper: un regard sur les conduites d'agression indirecte," in B.H. Schneider et al., (eds.), *Conduites agressives chez les enfants* (Québec: Presses de l'Université du Québec, 2009), 38–58.

Internalizing behaviours

Students with internalizing behaviour difficulties, who are at times quiet in the classroom, are at risk of dropping out of school. Research has shown that roughly 60% of Grade 6 students identified as being depressed are at risk of dropping out in the first year of secondary school, following their school transition. Among non-depressed students, the risk is 30%.⁶⁴ It is therefore important to know how internalizing behaviour difficulties are likely to be expressed. Below are some of the questions the teacher should ask in order to identify indicators of this type of problem:

Does the student:

- identify him or herself as being less competent or less motivated, and does he/she tend to persevere less when faced with an academic problem?
- have few relationships with classmates, or surround himself/herself with friends who tend to reject him or her?
- tend to avoid certain activities, or is he/she often absent?
- have a distorted perception of success (e.g. “If I don’t succeed completely, I might just as well have failed”) and of dependency (e.g. “My happiness depends more on other people than on myself”)?
- have a negative body image?
- find it hard to establish visual contact and lack animation in his/her facial expressions?
- speak very quietly?
- constantly seek reassurance?
- prefer to be dependent?

It is important to consider these manifestations in the context of a general evaluation of how the student functions at school, and their everyday impact should be measured. Teachers who observe this type of problem in the classroom can suggest a variety of activities or give the students additional responsibilities in the classroom, to keep them busy. The students should also be congratulated for their achievements, so that they gradually become able to acknowledge their own successes. If behavioural difficulties persist despite the teacher’s interventions in the classroom, the teacher should ask the complementary educational services staff for help.

64. M.E. Gagné and D. Marcotte, “Effet médiateur de l’expérience scolaire sur la relation entre la dépression et le risque de décrochage scolaire chez les adolescents vivant la transition primaire-secondaire,” *Revue de psychoéducation* (2010), vol. 39, 27–44.

Types of interventions

Teachers can choose from several different types of interventions to address moderate to high-intensity problem behaviours in the classroom.

School staff members have the option of choosing from a series of incremental interventions for use with students who exhibit behavioural difficulties. However, they must always select the intervention that is the easiest to apply and the least burdensome for the student. This gives them a wider range of options in the interventions they can use on a daily basis with students who have behavioural difficulties or disorders.

TYPES OF INTERVENTIONS FOR MODERATELY TO HIGHLY DISRUPTIVE BEHAVIOURS

Reinforcement of incompatible behaviours	Ignore the disruptive behaviour, choose an appropriate behaviour that cannot take place at the same time as the disruptive behaviour, and systematically reinforce the positive behaviour by giving attention or using tangible or social reinforcement. <i>For example, ask a student who tends to be disruptive on entering the classroom to check the shelves in the corridor. Ask a talkative student who is disrupting his or her neighbour during an assignment to hand out worksheets to the other students.</i>
Detention after class	After class, ask a student or group who were disruptive during the class to remain in the classroom for a few minutes, while the other students leave the room. <i>For example, depriving a student of the opportunity to talk with friends while they are leaving the classroom would be a logical consequence of the fact that he or she was talking to them during class.</i>
Interpretation	Help the student to understand a situation that he or she did not interpret properly. <i>For example, tell the student: "I think what that student said hurt your feelings, and that's why you're angry."</i>
Mirroring	Name the emotion expressed by the student's behaviour, to help him or her become aware of it, and encourage him or her to put it into words. <i>For example, tell the student: "You always stare into the distance when I'm speaking to you. Does that mean you're not interested in what I have to say?"</i>
Restructuring	Abandon an activity that is no longer suitable for a student and suggest another one that better meets his or her immediate needs.
Alternative	Give the student a choice between two options, and mention the consequences of each one. Leave some time for the student to consider his or her options, before applying the consequences to the one selected. <i>For example: "Either finish your work and come to the computer lab with us, or continue not doing it, and you'll have to finish it while the others are working on the computers." Then move away for a few moments and congratulate the student if he or she makes the right choice.</i>

Downtime	Remove the student from a task or situation for a short period. The student can then go back to the task or the situation. This technique can take different forms, depending on the student's age. <i>For example: Ask the student to sit with hands on knees, move the chair back from the desk, rest his or her head on the desk, or move the student's desk slightly away from others, etc.</i>
Steam valve	Suggest that the student do something to express an emotion that he or she finds difficult to manage. <i>For example: Draw, make a mandala, walk, use a stress ball, etc.</i>
Broken record	Ask the student to do something and keep repeating it in a neutral tone until the student complies.

5.2.3 Behaviour modification

Behaviour modification can be used to reduce the frequency and intensity of a disruptive behaviour or to replace it with more appropriate behaviour. Teachers can do several things to achieve this in the classroom, but may also need help from the complementary educational services staff for individual cases where specialized, intensive interventions are required.

The behaviour contract

One way for teachers to change a student's behaviour is to enter into a behaviour contract with the student. This process helps make the student more aware of his or her disruptive attitudes and behaviours, and provides the support needed to adopt new behaviours. In addition, the use of such a contract helps preserve the student-teacher relationship and helps the student to develop self-control. In all discussions of the student's behaviour, it is important for the teacher to remain positive, encouraging and focused on potential solutions. The behaviour contract should always include methods of helping the student achieve the stipulated goals; without this, it will not be useful.

The progress sheet

The behaviour contract can include a progress sheet that both student and teacher can use to monitor the student's progress and assess the results obtained. The sheet will be more effective if the student is involved in its design.

For this type of individual monitoring, the teacher must:

- observe the context in which the inappropriate behaviour occurs
- provide the student with means that will help him or her to achieve positive results (visual reminder of the goal, use of a non-verbal sign, etc.)
- set realistic, observable, measurable assessment criteria
- specify the types of reinforcements to be used (intrinsic, tangible, social, activities)
- take notes so as to be able to assess the results
- agree with the student on how often the progress sheet should be used (every hour, every half-day, daily, weekly) and on when it will be reviewed
- work in conjunction with the student
- inform the parents or guardians of the progress achieved and invite them to take part, or make sure they receive a summary of the results
- decide what type of feedback should be given to the student

Feedback can be based on assessment by the teacher, on joint assessment, or on self-evaluation by the student, depending on his or her level of autonomy and the level of accountability targeted by the intervention. Feedback should help the student to recognize the conditions in which the replacement behaviour is likely to occur, and to comment on the efficiency of the support measures provided.

Time out

There are many types of interventions that can be tried before resorting to more restrictive techniques. Time out is one of the techniques that should be used sparingly, as part of an incremental range of interventions of which the student is informed in advance. Time outs can be used in or out of the classroom. Their aim is to remove the student from a source of negative reinforcement, or to help the student regain control or become less agitated. In every case, the idea is to help the student change the unwanted behaviour. Time outs should never be used as punishment, and it must always be clear that it is the behaviour, not the student, that is being excluded. When time out is used as an intervention, it must be documented, planned, focused on the desired outcome, and presented in a way that does not damage the student-teacher relationship. In addition, the school principal must ensure that time outs comply with general educational principles, in particular where they are used as part of a crisis intervention protocol.

When using time outs, the following rules should be applied rigorously:

- The length of the time out is short and decided in advance, and is usually proportional to the student's age (e.g. five minutes for a five-year-old student).
- The time out location is secure, and the student is under constant supervision.
- The student is given a task to perform during the time out (using a breathing technique, completing a self-analysis behaviour grid, working on an assignment, etc.).
- The time of the student's return to the classroom or to his or her desk is planned ahead.
- A discussion with the teacher on the behaviour expected of the student, the support measures available, and the application of educational consequences, where necessary is expected. This step is vital in preserving the student-teacher relationship.
- The teacher decides on the context in which time outs will be used.
- The individualized education plan sets out the terms of use for time outs.
- The results obtained and the relevance of maintaining time outs must be assessed and documented.

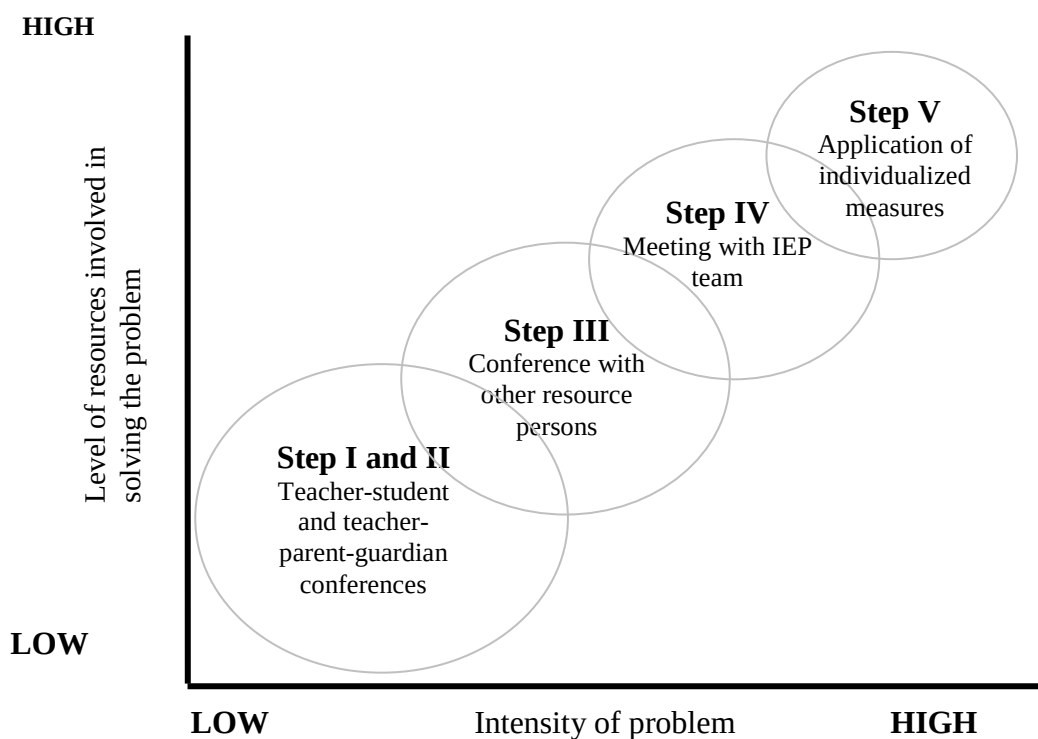
"Inter-classroom" time outs may be used in cases where disruptive behaviour persists in spite of other interventions, but where the student concerned expresses the desire to collaborate. The teachers and school principal must agree in advance on this type of measure. The conditions for its use must then be planned, the host classes identified, and a place must be set aside for the student. A form can be used to note the time at which the student is to be removed from the classroom, the grounds for removal, the work to be done by the student in the host class, and the time at which the time out will end. There should also be space for an assessment of the student's behaviour in the host classroom. This measure is particularly effective if there is a significant gap between the student's grade level and the grade level of the host class. For example, a Cycle One class could be paired with a Cycle Three class.

5.3 Applying a Multi-Step Problem-Solving Approach to Provide Support to Students

Behavioural difficulties are often temporary and may disappear over time. Nevertheless, it is important to pay attention to difficulties that persist despite rigorous school-wide and classroom interventions. In these cases, a problem-solving approach may be used to identify the student's needs, decide on the interventions most likely to help, plan support and encouragement measures, and appoint resource persons to support both the student and the teacher.

Interventions should be planned on a four-step incremental scale, where each step corresponds to the level of resources needed to resolve the problem situation, depending on the severity of the student's difficulties.

Figure 5 A Multi-Step Intervention Process to Support Students⁶⁵



Step 1: Teacher-student conference

The teacher meets with the student individually to review his or her behaviour. The aim of the meeting is to inform the student of the teacher's observations so that he or she is made more aware of what is expected. By talking to the student, the teacher is better able to grasp the elements underlying the difficulties, and can ensure that the student understands the situation and is willing to take remedial action.

- The teacher clarifies his or her expectations of the student and determines the ways to improve the situation in the short term (e.g. moving the student's desk, agreeing on a non-verbal reminder sign, teaching a social skill). Before ending the discussion, the teacher should summarize what has been said and make sure the student understands and is willing to cooperate.

65. Figure inspired by the Heartland Problem-Solving Approach, in Alex Thomas and Jeff Grimes (eds.), *Best Practices in School Psychology-V* (Washington, DC: National Association of School Psychologists, 2008), 23–28.

Step 2: Teacher-parent/guardian conference

At this stage, the parents or guardians are expected to work more closely with the teacher. A meeting is arranged, at which the parents/guardians are informed of the teacher's observations regarding their child's behaviour. The teacher also gathers information that may help in identifying potential solutions, informs the parents/guardians of any prior agreements made with the child, and attempts to involve them in the problem-solving process. The conference should lead to closer teacher-parent/guardian cooperation.

- The discussion should focus on the student's behaviour, the nature of his or her difficulties and the strategies that will be used to improve the situation.

It is strongly recommended that the student be present at this conference. Students with behavioural difficulties must be involved in the process from the time the support measures are implemented. If not, they may regard the measures as being imposed on them by the adults concerned, and the measures will simply become another opportunity to reject the expectations of the authority figures in their lives.

When organizing a conference with the parents/guardians, at which the student will be present, the teacher should do the following:

- Stipulate that the aim of the conference is to seek solutions.
- Prepare the student for the conference: inform the student about the upcoming conference, mention the topics that will be addressed, and initiate a process of reflection on those topics.
- Ask the parents/guardians if they wish to discuss certain issues without the student being present. If so, the teacher should first meet briefly with the parents in private, and then invite the student to join them for the start of the official conference.
- Ask the student to speak first, to give his or her account of the situation, acknowledge the support and encouragement measures that are most effective, and say what more could be done to help him or her. Students often contribute ideas that are meaningful to them and that will encourage them to become involved in the process.
- Ask the parents/guardians to say what they think of their child's attitude towards school (e.g. Does the child enjoy going to school? Does the child do his/her homework properly? Does the child talk about his/her friends?).
- Describe his or her own view of the child's situation at school, in terms of both learning and behaviour, and give actual examples drawn from observation. Ideally, the teacher should begin by addressing the aspects that need to be changed, then describe the positive aspects of the child's everyday life at school, and lastly, propose potential solutions based on the child's abilities.
- End the conference by agreeing on what needs to be done, how the outcomes will be monitored and assessed, and how the parents/guardians will be notified of the progress made.
- Make sure everyone is committed and aware of his or her role.

Step 3: Conference with other resource persons

When the interventions do not result in a satisfactory improvement in the student's behaviour, it is time to move on to the third step. The teacher solicits the agreement of the parents/guardians on the need to involve additional resources in order to find solutions and identify the most appropriate targeted interventions (Tier 2 of the intervention pyramid). The teacher then consults other members of the school team who may be able to shed new light on the student's difficulties and the context in which he or she becomes disruptive at school

- Ø The teacher gathers new information from other teachers, daycare services staff, student supervisors and complementary educational services staff.
- Ø The teacher informs the school principal of the steps taken to analyze the problem situation and the needs expressed by the student. The process then becomes more structured, and the teacher shares the collected information with the resource persons concerned.
- Ø The elements that will be used to reassess the situation once the measures have been applied are then identified. The reassessment will serve as a guide for the choice of personalized interventions.

Step 4: Conference with the individualized education plan (IEP) team

This step can overlap with the preceding Step 3 in cases where the student's behaviour does not improve sufficiently, or becomes worse. It is here that the individualized education plan team becomes involved and helps to clarify the situation. The team is composed of people who are familiar with behavioural difficulties, and includes complementary educational services staff as well as school board consultants. Its task is to work with the teacher to review the available information and assess the effectiveness of prior interventions.

- Ø The individualized education plan team reviews all the factors that may have caused the student's behavioural difficulties to persist. Where necessary, additional information is gathered to help the team identify the nature and gravity of the situation.
- Ø The aim of the analysis is to decide on targeted interventions that will address the student's needs.
- Ø Depending on the situation, the parents/guardians and complementary educational services staff may need to become more involved.
- Ø The collaboration of everyone concerned is vital when selecting, applying and evaluating the proposed interventions.

Step 5: Application of individualized measures

Individualized measures (Tier 3 of the intervention pyramid) are devised specifically for students with behavioural difficulties who require specialized, intensive interventions. At this stage, the student receives intensive services, and specialized services may also be required (e.g. short-term support measures such as Répit-transit).

Conclusion

Despite their special needs, students with behavioural difficulties, just like other students, go to school to learn. For school staff members in general and teachers in particular, the academic and social success of these students must be a core concern. It is vital that the entire educational community be involved in achieving this goal. For this to be possible, an organized school structure conducive to prevention and joint action is needed.

Interventions for these students should focus primarily on educational goals and offer them a sense of hope. What these students are asked to do should be realistic, positive, appropriate for the resources at their disposal, and supported by encouragement. It is important for everyone concerned to establish strong connections with these students, as the people with whom they form significant relationships during their time at school will all play a role, in one way or another, in ensuring that they stay in school, which opens the door to a successful life.

Lexicon

B

Bullying

The following definition of bullying was introduced into the *Education Act* in June 2012:

Any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes.

C

Crisis situation⁶⁶

A situation in which a person becomes unbalanced when faced with adversity or problems he or she is unable to tolerate (objectively or subjectively). The situation causes emotional upset and anxiety that the individual can neither escape nor solve in the usual way. A crisis can generally be predicted if the factors causing the individual to feel vulnerable are identified and documented.

E

Ecosystemic approach⁶⁷

An **ecosystemic approach** provides an overview of a student's difficulties covering the five systems that influence development:

- The **ontosystem**: the person's own characteristics, skills and vulnerabilities.
- The **microsystem**: the person's immediate living environment (school, neighbourhood) and close circle (family members, friends, teachers and daycare educators).
- The **mesosystem**: the interactions, dialogue and communications that forge contacts between people in the microsystem. While microsystem interactions do not directly affect the individual, they may nevertheless play an important role in his or her development (teacher-parent/guardian dialogue, parental misunderstandings, etc.).

66. Mario Tessier, *Réflexion sur les dimensions juridiques des interventions physiques lors de situations de crise en milieu scolaire pouvant compromettre la sécurité physique des individus*, document prepared for professional development training for regional support and advisory service resource people in the field of autism, intellectual disability, behavioural disorders and psychopathological disorders, 2nd edition (Québec, January 2004), 44.

67. Bronfenbrenner, *The Ecology of Human Development*, 296-298

- The **exosystem**: the environment that does not involve the person as an active participant, but that still affects him or her (the parents' working conditions, economic changes, etc.).
- The **macrosystem**: the set of beliefs, values and ideologies shared by a community. In some ways, the macrosystem serves as a cultural or sub-cultural reference framework that dictates conduct, interpersonal relations, attitudes, parental rights and duties toward their children, parental practices, etc.
- The **chronosystem**: the system of time and events. It includes the chronology of events experienced by individuals and families, including transitions and developmental tasks faced by individuals and families (the birth of a child, starting school, entering adolescence), and the cumulative effects of a stressful sequence of events.

Educational community

“An educational community is a school that makes use of all its actors, internally and in the surrounding community, and relies on sharing and the quality of their interactions in achieving its educational mission.”⁶⁸ It is composed of students, school staff members, parents/guardians, community organizations and outside partners.

Emergency⁶⁹

A situation in which a person's life is threatened. It is characterized by immediacy, proximity and predictability.

I

Individualized, intersectoral service plan (IISP)⁷⁰

A joint service and resource planning and coordination process involving the education system and the health and social service networks to help young people with adaptation or learning difficulties. The aim of the process is for the parties providing services to come to an agreement with the young person and his or her parents/guardians on the plan's aims and the means required to achieve them.

M

Monitoring

Assignment of students, for individual supervisory purposes to a teacher who is responsible for providing educational, personal and social support.

68. Québec, Conseil supérieur de l'éducation, *L'école, une communauté éducative: voies de renouvellement pour le secondaire* (Québec: Gouvernement du Québec, 1998), 15 [Translation].

69. Ibid.

70. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Entente de complémentarité des services entre le réseau de la santé et des services sociaux et le réseau de l'éducation. Le plan de service individualisé et intersectoriel* (Québec, Gouvernement du Québec, 2006), 6.

P

Partnership agreement

An instrument stipulated by the Act “to actualize the links between partners and to ensure coherence and complementarity between the Ministère’s Strategic Plan, the school board’s strategic plan and the institution’s success plan.”⁷¹ Its aim is for the Minister and school board to agree on the measures needed to implement the school board’s strategic plan.

Precorrection

Preventive actions taken to avoid the emergence of predictable disruptive behaviour and facilitate the emergence of replacement behaviours.

Pro-social behaviour

A voluntary act performed with a view to helping, supporting or comforting other people.⁷²

R

Repair⁷³

An action the student is asked to perform, within a process leading to accountability, to “repair” inappropriate behaviour. The repair may be literal (e.g. repair the damage done by replacing a broken object) or figurative (e.g. symbolic repair, through a verbal expression of regret).

Restoration⁷⁴

A process of reflection on the part of students to find a means of restoring their self-esteem following inappropriate behaviour. They may receive support from an adult. Among other things, the students should be able to distinguish between their behaviour and who they are as people.

71. Québec, Ministère de l’Éducation, du Loisir et du Sport, *The Partnership Agreement: An Instrument for a New Approach to Governance* (Québec: Gouvernement du Québec, 2009), 5.

72. Gaudreau.

73. Massé, Desbiens and Lanaris, 232.

74. Dubé, 69.

T

Tutoring⁷⁵

Assignment of students, for individual supervisory purposes, to a teacher who is responsible for providing educational, personal and social support.

Twelve services (Complementary Educational Service Program)⁷⁶

Service programs designed to provide students with conditions conducive to learning, to guide them in their studies and their academic and career choices, to help them resolve any difficulties they may encounter, and to foster their autonomy and sense of responsibility, their moral and spiritual development, their interpersonal relationships, as well as their feeling of belonging to the school and the community.

The services are:

- Services designed to promote student participation in school life
- Services designed to educate students about their rights and responsibilities
- Sports, cultural and social activities
- Support services for the use of the resources of the school library
- Academic and career counseling and information
- Psychological services
- Psychoeducational services
- Special education services
- Remedial education services
- Speech therapy services
- Health and social services
- Services in spiritual care and guidance and community involvement

75. Québec, Conseil supérieur de l'éducation, *L'encadrement des élèves au secondaire: au-delà des mythes, un bilan positif* (Québec: Gouvernement du Québec, 2004), 25.

76. Québec, Ministère de l'Éducation, *Complementary Educational Services*, 30.

Appendix 1

Examples of Strategies for Establishing Positive Relationships With Students

- Welcome the students warmly when they arrive in the classroom by establishing visual contact with each one of them.
- Use ALPHA commands (see the definition in Chapter 4).
- When intervening with students, give preference to private interventions with students.
- Use formal classroom meetings.
- Provide support measures as needed (learning, behaviour, social skills).
- Teach a conflict resolution process.
- Encourage individual and team projects, depending on the students' abilities.
- Apply the classroom rules consistently and coherently.
- Be consistent with the school's rules.
- Allow three levels of discussion (Level 1: whispering; Level 2: quiet discussion in sub-groups; Level 3: normal discussion for the group as a whole).
- Use non-verbal intervention techniques.
- Use humour to defuse a situation or send a message.
- Allow the students to talk about their experiences, opinions and so on.
- Help students to develop a sense of responsibility, depending on their abilities and interests (chart of classroom responsibilities and jobs).
- Use age-appropriate vocabulary that is suitable for an adult-student relationship.
- Be coherent and consistent when intervening with the students (to promote a sense of fairness and security in the classroom).
- Listen carefully when a student confides information.
- Show interest in who the students are, and not just in what they do.
- Depersonalize interventions.
- Explain occasional discontent or ill temper to the group, so that the students are aware of their teacher's state of mind and are reassured.
- Where possible, let the students know in advance if they are going to have a substitute teacher or if someone new will be spending time in the classroom.
- Practise conflict resolution (suggest and teach strategies to help the students solve problems).

Appendix 2

Examples of Strategies for Effective Spatial Management

- Place the teacher's desk outside traffic zones, but in a place where it is accessible to the students, for example in a corner or at the back of the classroom.
- Plan times throughout the year to teach the students how to become and stay organized (desk, ring binders, etc.).
- Use lockers to store school bags.
- Place a line of adhesive tape on the ground to show the students where to line up.
- Place students who tend to be more passive in the active learning zone (see Appendix 7).
- Store frequently-used material in an easily accessible place.
- Make sure all the students are visible at all times.
- Set aside a positive reinforcement corner (stress management tools, positive thought of the week).
- Arrange the students' desks in clusters.
- Arrange the furniture so as to create special areas or corners (reading area, located away from the building area, computer corner, self-correction area, workshop area, enrichment area at the back of the classroom, accountability corner, reflection corner, resource area [dictionaries and grammar books], etc.).
- Post the rules so that everyone (students and teacher) can easily refer to them.
- Introduce a procedure to manage movement around the classroom.
- Place homework, assignments for correction, corrected assignments and messages in separate boxes.
- Designate specific areas in the classroom for posting notices and important information.
- Involve the students in the task of arranging the classroom.
- If necessary, use adhesive strips on the floor to delimit each person's space (desks).
- Create an area where a student may be sent, or may go of his or her own accord.
- Place students with difficulties near the teacher's desk, so they will feel safe.
- Surround students in difficulty with classmates who can help them.
- Walk around the classroom.
- Remove potentially distracting objects from the students' desks.
- Simplify and facilitate storage in the students' desks or lockers (e.g. provide identification cards).
- Ask the students to buy notebooks with pockets or clips for loose sheets.
- Identify each student's cloakroom hook or locker.

Appendix 3

Examples of Strategies for Time Management

- Introduce a routine (flexibility for older students, stability for younger ones).
- As far as possible, follow a set timetable to make the students feel secure (write it on the board or on a sheet attached to each student's desk).
- Display the daily schedule or timetable using pictograms.
- Draw up a schedule of important events.
- Display a calendar showing the activities for each week or month.
- Tell the students how long they have to complete an activity (use a timer such as an egg timer, hourglass or Time Timer).
- Use visual cues on the clock (e.g. place the hand on the 6, or place a small sticker next to the 6).
- Decide exactly how much time is allowed for transitions (e.g. "In three minutes, we will . . .").
- Use a stopwatch to time transitions, or challenge the students to complete a task as quickly as possible.
- Allow sufficient time for changing clothes or putting on coats during transitions.
- Play music during transitions.
- Plan independent activities that students can complete during free time.
- Appoint a student to be responsible for time management (in the classroom or in a team).
- Use a "talking stick" to indicate permission to speak.
- Allow the students to eat their snacks in the classroom, so they have more time for outdoor activities.
- Make a "five fingers on the hand" sign by raising your hand to speak to the students. Each finger is associated with a particular action and a one-second performance time: "I stop; I put down my things; I stop talking; I look at the teacher; I place my hands by my sides."
- Plan for an alternate learning activity in case the first activity is completed more quickly than expected or can no longer be completed because of the climate in the classroom.

Appendix 4

Examples of Strategies for Materials Management

- Appoint students to be responsible for the materials (e.g. recycling, lights, chairs, chalk board, distribution sheet, absence form).
- Ask the students to bring their own boxes of tissues.
- Propose a colour system to identify subjects in the Duo-Tang binders.
- Number textbooks and assign a number to each student.
- Prepare the materials for the next period.
- To avoid stress and forgotten materials, remind students at the end of the day or the lesson of what they need to bring for the next day or the next lesson.
- Ask the students to attach a box to their desks, using Velcro, to store their materials.
- Decide on the number of students who can use the work area at one time, and inform the students of this.
- Give two copies of the rules to the students (one to be kept at home, the other to be signed by the parents and brought back to school).
- Provide supplementary materials.
- Take charge of the management of the materials of some students.

Appendix 5

Examples of Strategies for Classroom Management Using a Variety of Objects

- Hand out “I am responsible” cards that allow the holders to go to the toilet alone, or to go to the drinking fountain.
- Place an apple on the desk of an “advisor” student, whom the other students should see before consulting the teacher.
- Use a dice to decide who may speak in a group.
- Put up posters (strategies, procedure, rules, vocabulary.)
- Ask the students to keep a bag in their desks in which they can store waste paper, to avoid the need for recurrent trips to the wastepaper basket.
- Give each student a fluorescent-coloured card, to be placed on their desk if they need help.
- Use a calendar to mark good deeds and congratulations, and read them together at the end of the lesson.
- Hand out tokens to some students, giving them the right to ask a certain number of questions.
- Place a “Do Not Disturb” card on the teacher’s desk when he or she is conducting a personal interview with a student.
- Create a Monopoly board showing the day’s tasks, and move a token forward as each task is completed.
- Use “Mail” pockets for messages to parents.
- Use a visual aid to mark steps in the completion of an activity (pictograms, drawings, cards on the desk for each student).

Appendix 6

Preparing a Crisis Intervention Protocol: Guide for Schools⁷⁷

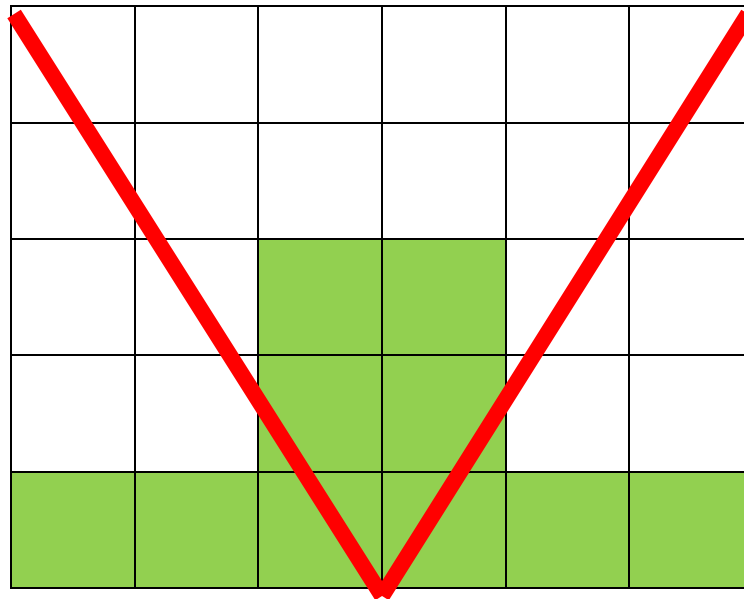
1. *Identify the people who will provide support during crisis situations.* These people must be present at the school on a regular basis and have good interpersonal skills (professionals, educators, school principals or teachers). They will be responsible, upon request, for helping staff members, the student in difficulty or students who witness the crisis. Their times of availability should be shown on a timetable, and replacements must be appointed if they are absent.
2. *Choose a code name (e.g. “Code Green” or “Code 50”) to be used to refer to a crisis.* The staff member will use this code name calmly, to alert the secretary via a communication system or by sending a student as a messenger. The secretary will then confirm the message and notify the crisis support resource.
3. *Choose a withdrawal room.* The protocol should identify a room to which the student in crisis can be taken in order to calm down and regain control over his or her emotions, with the help of an adult.
4. *Decide when the parents/guardians should be informed, and who should do this.* The crisis support resource person may also be the person who informs the parents/guardians; he or she may do this later in the process.
5. *Take time to review the incident.* The incident should be reviewed with the student, so that he or she can develop accountability for it, and also to help prevent future recurrence.
6. *Review the incident with the students who witnessed it.* It is important to answer the questions of students who witnessed the incident, so that they have a chance to express their emotions.
7. *Meet with the person who had to intervene.* The crisis should be reviewed with the person concerned, so that he or she can process the emotions it generated and so that appropriate follow-up action can be taken.
8. *Inform the other people concerned, where necessary.* The other people concerned should be informed of the follow-up action taken, so that all actions are consistent.
9. *Provide for consequences and follow-up.* The next steps should be planned and carried out.
10. *Evaluate the protocol on a regular basis.* The protocol should be adjusted to reflect changes in the school. The availability of the support resources listed on the emergency timetable must be checked and replacements appointed where necessary.

77. Massé, Desbiens and Lanaris, *Les troubles de comportement à l'école*, 176.

Appendix 7

Spatial Layout

The model shown below⁷⁸ can be used to select an appropriate place for each student based on their individual needs. Students who behave more passively should be placed in the active participation area, where they are more likely to become involved.



= Active participation area



= Visual field

78. Elam W. Nunnaly and Caryl Moy, *Communication Basics for Human Service Professionals*. (Newbury Park, CA: Sage Publications, 1989) ; Manon Desruisseaux and Manon Veillet. Service régional de soutien et d'expertise pour les élèves ayant un trouble du comportement ou relevant de la psychopathologie, Mauricie Region.

Appendix 8

Teacher Parent/Guardian Conference

When it comes to parents . . . be prepared:⁷⁹



The student:

Principal abilities:

Principal difficulty:

Favourite activities:

What he or she enjoys (sources of reinforcement):

Sources of motivation:

The best way to give special attention:

Solutions already tried:

Improvements observed:

79. Framework proposed by Sylvain Bernier, educational psychologist, regional support and advisory resource for students with behavioural disorders, Saguenay—Lac-Saint-Jean Region, October 2007.

Other observations that may facilitate the relationships with the parents:

Aim of the meeting:

(Formulate a specific, concise, concrete objective that will have a positive impact for everyone concerned within the time available)

Current situation:

(Give a precise and objective description of the aspects to be improved, without being judgmental)

Benefits for the student if a potential solution produces good results:

Method of communicating with the student's parents/guardians:

Other points to discuss:

When it comes to parents . . . be prepared (cont.)

Do:

- Use simple language.
- Ask the parents/guardians sufficient questions to ensure proper understanding of the situation.
- Ask the parents/guardians for support, as their situation allows.
- Set achievable, measurable goals that are incremental over time.
- Focus the meeting on solving the problems.
- Use the pronoun “I” when speaking.
- Play down the situation but emphasize the need for change.
- Acknowledge the parents’/guardians’ role.
- Be respectful and show empathy to the parents/guardians.

Don’t:

- Make them feel guilty.
- Feel guilty.
- Dramatize the situation.
- Talk about other students.
- Talk about other teachers.
- Rehash the past to prove one’s conclusions.
- Interpret or judge problem situations.
- Allow an unequal relationship to form.
- Compare the student to other students who do not have problems.
- Have unrealistic expectations.

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