

SCHOOL AND BEHAVIOUR

INTERVENTION STRATEGIES AT THE SECONDARY-SCHOOL LEVEL



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CAVEAT

This document was written before the definitions used to classify "students with handicaps or learning or adjustment difficulties" were modified on 3 July 1992 in an agreement between the Comités patronaux de négociations and the teachers' unions. These modifications led to the creation of the category "students with behavioural problems," which includes two sub-categories: "students with behavioural difficulties" and "students with severe behavioural difficulties linked to psychosocial disturbances."

Intervention Strategies at the Secondary-School Level is concerned only with the category "students with behavioural difficulties." The category "students with severe behavioural difficulties linked to psychosocial disturbances" will be dealt with in another guide.

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INTRODUCTION

In the past few years, Québec's educational community has become increasingly aware of the specific needs of students with behavioural difficulties. This awareness is related to the steady increase in the number of young people recognized as having behavioural difficulties, especially in secondary school. In 1991-92, according to the school boards, 10 195 secondary-school students, or 2.59 percent, were considered as having behavioural difficulties, compared with 7 294 (1.81 percent) in 1985-86. Moreover, figures indicate that still more young people receive student services related to their affective or social needs. It has also been noted that the educational community needs a process and the means to effectively help young people. The ministère de l'Éducation, concerned about this situation, has developed a number of instruments for educators within the framework of its *School and Behaviour* series.¹

The goal of this document is to provide educators (principals and teaching and non-teaching personnel) with a practical guide to assist them in offering the appropriate educational services to secondary-school students with behavioural difficulties.

Chapter One of the guide consists of a brief review of our current knowledge of adolescence, which is necessary in order to understand secondary-school students. Chapter Two deals with the identification of students with behavioural difficulties. Chapter Three sets forth an intervention strategy based on an educational decision-making model and a procedure for developing individualized education plans. Chapter Four describes various types of support measures often used effectively with young people with behavioural difficulties, and Chapter Five deals with consultation and information sharing, and the service program.

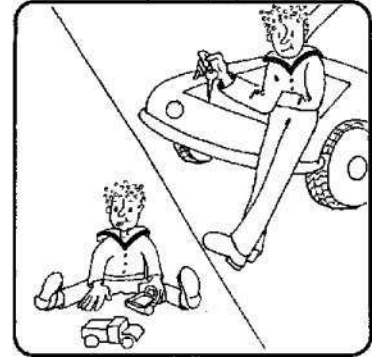
¹This document was produced within the framework of the development plan *Les services éducatifs aux jeunes présentant des troubles du comportement*, ministère de l'Éducation, 1989-94.

This guide was designed as a practical, usable tool for school personnel. It contains many concrete suggestions, while allowing for adaptation and enrichment according to the students' needs and the educator's professional experience.

CHAPTER ONE

SECONDARY-SCHOOL STUDENTS-ADOLESCENCE

Everyone has heard someone say "The older your children get, the more trouble they are" or "Wait until they're teenagers!" Parents dread this period in their children's lives. School personnel feel the same way about students entering secondary school. To understand behavioural difficulties in secondary school, it is necessary to have adequate knowledge of the period of growth called "adolescence."



Adolescence is an age of change, movement, development and action. It is distinguished by physical, psychological, emotional, sexual and social change and is an important transition period between childhood and adult life.

Adolescents' bodies are maturing, which leads to various psychological changes. Adolescence is a period in which young people must leave the sheltered world of childhood and learn new social behaviours. Individuals will react differently, depending on their personalities and family and school environments, as well as society's attitudes toward them.

This period is sometimes difficult, since it involves an important transition from sheltered dependency to personal autonomy. Understandably, this development may cause conflicts which, depending on the expectations of others and the individual's own characteristics, may require support measures.

1.1 Physical Change

Adolescence is a period of physical growth. Many physical changes worry adolescents and lead them to attach great importance to the image that they project. They often carefully observe their peers, in order to confirm or allay their fears about their own appearance. It is recognized that young people of both sexes want to look like their friends and that they will be embarrassed if their physical development strays too far from the norm. The image that adolescents have of themselves is therefore largely dependent on how they feel about their physical appearance.

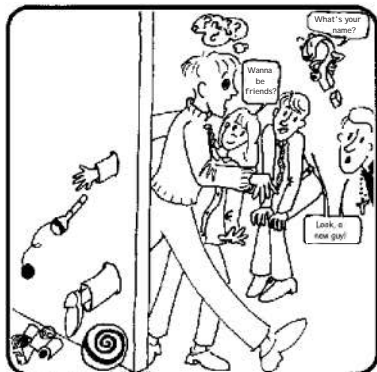
1.2 Psychological Change

Adolescence is also a stage in which young people prepare themselves psychologically to enter the adult world. This preparation often takes the form of:

- a preoccupation with the present rather than the future;
- a search for their own values and identity;
- a redefinition of their relationship with their parents, authority figures and peers;
- a search for social, religious, cultural and other commitments.

1.3 Psychosocial Development

A characteristic trait of adolescents is their search for identity. They are trying to define

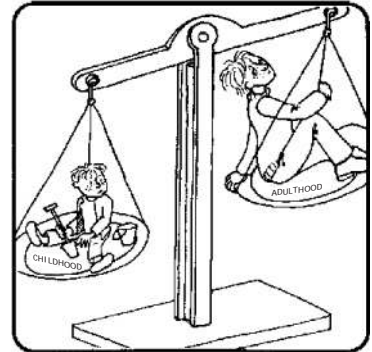


themselves, to be recognized as distinct personalities. This makes for a period of questioning, often leading to conflict and confusion with regard to roles. Accelerated physical growth and a new sexual maturity encourage adolescents to question the roles they play in adult society. At this stage, they must define who they are and want to be, both personally and professionally.

Adolescents are individuals in development. They are trying to define their image in a world they understand only partially, with bodies they are only beginning to discover. They are torn between the desire to assert themselves and the fear of losing the security and assurance of their families.

At the same time that they are distancing themselves from their families and searching for their identity, they need to belong to a group.

Young people like to be in groups. Together, they search for the meaning of life, ideals to attain, a reassuring image of themselves—factors that dispel their insecurity and give them a sense of value. Among themselves, they feel strong and independent; there is nothing they cannot do together, while they may be shy and lost on their own.



The group provides a sense of security; it is a haven from isolation and loneliness. The group is a means of protecting oneself from the outside world, an environment in which young people feel stronger with respect to the adult world. Peer influence is very important and may be considered positive or negative depending on the group chosen by the adolescent and the criteria established in his or her immediate environment.

With adolescence also comes sexual maturity, characterized by an increase in sex drive, sexual attraction to others and pleasure seeking. Sexuality becomes important to adolescents, and they want to know more. Their questions and concerns deal with subjects such as birth control, sexual relations, reproduction and loving relationships.

1.4 Cognitive Development

At the cognitive level, adolescence is a period of formal operations characterized by the ability

to deduce and reason. Adolescents can now imagine an infinite number of possibilities: they are able to reason, using hypotheses.

Because of such cognitive development, adolescents can come up with a thousand and one new plans. They are discovering their abilities and their potential for reflection.



1.5 The Interests, Strengths and Qualities of Adolescents

Adolescence is a period of questioning, discovery and experimentation that leads young people to evaluate various social phenomena.

Despite their desire to be independent of their families, it is important to them that their parents answer their questions. They like to be informed, made aware of problems that concern them and that they feel capable of understanding. It is certainly not the time to tell them that they are too young; rather, it is important to help and support them in their new knowledge and experiences. Adolescence is recognized as an important period in the development of all individuals; it may be exciting, since anything seems possible. On the threshold of love and career, on the verge of active participation in society, adolescents discover their strengths and qualities, all the while hoping to improve them and use them in adult fashion (Table 1).

TABLE 1

The Strengths and Qualities of Adolescents
<ul style="list-style-type: none">· vitality, energy· idealism, hope· the ability to question social values· the courage and ability to take risks· independence· a keen sense of justice· a sense of responsibility· the ability to adapt· openmindedness, honesty, frankness· loyalty· humour· optimism

In order to understand young people with behavioural difficulties, educators must keep in mind the characteristics of adolescents, because it is not the type of difficulty that poses a problem, but its frequency, intensity and duration, as well as the adolescent's aggressive or depressive nature.

CHAPTER TWO

STUDENTS WITH BEHAVIOURAL DIFFICULTIES

Many students exhibit unacceptable behaviours or adjustment difficulties at some point during their schooling. A distinction must be made between unacceptable behaviours that are the result of adolescents' tendency to test the rules in order to assert their independence, and behaviours that are obviously beyond the norm and handicap the young people to the extent that they require educational services that have been adapted.

2.1 Definition

In order to assist in identifying students with behavioural difficulties, the ministère de l'Éducation has adopted the following definition:

A student is deemed to have behavioural difficulties when a psychosocial assessment, carried out by qualified personnel in conjunction with other concerned individuals relying on observation and systematic analysis techniques, shows that he or she has an inability to adapt, manifested by significant difficulties in interacting with one or more elements that make up his or her social, family or school environment.

These difficulties may involve:

- *overactive behaviour in relation to environmental stimuli (e.g., unjustified verbal abuse, acts of aggression, intimidation, or destructiveness; a constant refusal to accept needed help and support);*
- *underactive behaviour in relation to environmental stimuli (e.g., excessive fear shown towards people and new situations, abnormal passivity, dependence, withdrawal).*

Difficulty in interacting with the environment is deemed significant, that is, as requiring special educational services, if it hinders the development of the child in question or that of others despite the fact that the usual support measures have been provided.

*A student with behavioural difficulties often exhibits learning difficulties because he or she has a limited ability to persevere in the task at hand or a low level of concentration.*¹

Before attempting a more precise characterization of behavioural difficulties, it would be useful to elaborate on certain concepts contained in the definition.² "Psychosocial" or "behavioural" assessment focuses on the student's behaviour in relation to the school and social environments. "Qualified personnel" means psychologists, psychoéducateurs³ and professionals with similar training. "Other concerned individuals" are the student's teachers and parents, and the school administration. "Observation and systematic analysis techniques" consist of observation checklists filled out by the teacher or a non-teaching professional, behaviour rating scales (such as Conners' Scale), sociometric surveys, structured interviews conducted by non-teaching professionals and standardized psychometric tests (projective or otherwise).

2.2 Types of Behaviours and Their Characteristics

Adolescents are considered as having behavioural difficulties in school when the nature, frequency and severity of their inappropriate behaviour considerably hinder their learning or socialization at school. Difficulties are also often characterized by the persistence of antisocial behaviours that affect the daily behaviour of the student and alert educators to the problem. Problem behaviour may be divided into two main categories: overactive and underactive.

¹Québec, ministère de l'Éducation, *General Education in the Youth Sector: Preschool, Elementary School and Secondary School—1992-93 Directives*, Code 16-0096-07A (Québec: ministère de l'Éducation, 1991) 26.

²Québec, ministère de l'Éducation, *School and Behaviour—Identifying Students with Behavioural Difficulties and Evaluating Their Needs*, Code 16-1585-01A (Québec: ministère de l'Éducation, 1993).

³Translator's note: There is no English equivalent for *psychoéducateur*, which designates a professional who applies psychoeducational approaches to his or her work with exceptional children.

OVERACTIVE BEHAVIOUR

- is characterized by disruptive activity, often in the form of hostility, inattentiveness or hyperactivity.

Hostile students adopt unfriendly behaviour, marked by verbal or physical aggression.

Impulsive students have difficulty anticipating the consequences of their actions, often act without thinking and exhibit rather uninhibited behaviour. Impulsiveness and inattentiveness often appear in the same individual and hinder academic learning and social adjustment.

UNDERACTIVE BEHAVIOUR

- is characterized by shyness, inhibition and social isolation.

Underactive students fear new situations or situations that they perceive as threatening. They tend to avoid contact and interpersonal relationships; they withdraw from their peers. They have little initiative, energy or motivation and rarely express themselves spontaneously. These students often go unnoticed, despite the seriousness of their adjustment difficulties.

The distinction between overactive and underactive students is most apparent in young children. It can be easily observed and describes young children relatively well. However, young people's behaviour and the expectations of those around them become so complex with age that motor activity is no longer a meaningful indicator of behavioural disturbance. The degree of reactivity can no longer constitute the sole focus for describing students with behavioural difficulties, particularly adolescents. Kauffman's Typology¹ identifies seven types of behavioural difficulties and is useful in more precisely describing behavioural characteristics observed in secondary-school students (Table 2).

¹J.W. Kauffman, *Characteristics of Behavior Disorders of Children and Youth*, 4th ed. (Toronto: Merrill Publishing Co., 1989).

TABLE 2

Kauffman's Typology (1989)	
Types of Behavioural Difficulties	Behavioural Characteristics Observable in Secondary-School Students
1. Hyperactivity and related difficulties	<ul style="list-style-type: none"> · high incidence of disruptive behaviour beyond the young person's control · distraction (attention problems) · impulsiveness (acting without thinking) · behaviour that differs in frequency and intensity from "normal" behaviour
2. Obvious behavioural difficulties	<ul style="list-style-type: none"> · persistent antisocial behaviour that prevents young people from functioning normally in everyday life · openly aggressive or hostile behaviour, such as hurting others or directly defying the teacher's authority
3. Hidden behavioural difficulties	<ul style="list-style-type: none"> · theft, lying, arson and vagrancy · refusal to conform · school-related problems (absenteeism, expulsion, academic failure and lack of discipline) · more frequent disruptive behaviour at an age when most young people have become less aggressive
4. Juvenile delinquency and drug use	<ul style="list-style-type: none"> · intentional use of drugs to induce physiological or psychological effects

<p>5. Behavioural difficulties related to anxiety, isolation and other problems</p>	<ul style="list-style-type: none"> · problems of introversion · behaviours associated with anxiety or isolation (e.g. feelings of inferiority, exaggerated self-concern, shyness, fear, hypersensitivity) · inability to establish mutually satisfying social relationships · unfounded fears · phobias · obsessions (repetitive thoughts) · compulsions (repetitive actions) · extreme aversion to speaking, known as elective mutism · anorexia (self-starvation) · bulimia (eating excessively and then purging) · merycism (rumination) · sexual problems (masturbation in public and disturbed sense of sexual identity) · stereotyped movements (tics)
<p>6. Depression and suicidal behaviour</p>	<ul style="list-style-type: none"> · depressed mood · loss of interest in productive activities · behavioural difficulties, resulting in aggression, theft and social isolation · attempted suicide · despair
<p>7. Psychotic behaviour</p>	<p>N.B.: According to the current definitions adopted by the ministère de l'Éducation, psychotic behaviour belongs to the category of "severe developmental disorders."</p> <ul style="list-style-type: none"> · distorted perception of self and of the environment · seriously deviant behaviour (e.g. autistic isolation, excessive self-stimulation, self-mutilation)

These categories are not mutually exclusive. Students often exhibit behaviour characteristic of several types.

To summarize, students are considered as having behavioural difficulties only if their behaviour considerably hinders their learning or socialization. They are unable to adapt and have serious difficulty interacting within their environment, despite the usual support measures.

2.3 Screening, and Normative and Functional Evaluation

Determining the needs of a student with behavioural difficulties often requires screening and evaluation instruments in order to provide a more objective view of the young person's needs and personal, academic and social situation.

Behaviour is often described subjectively, and such descriptions generally reflect people's own interpretations of the situations (the student is stubborn), their reactions (impatience), or their explanations (the student lacks motivation). To obtain more objective and precise results, two complementary methods are suggested: normative evaluation and functional evaluation (Table 3).

TABLE 3

Normative and Functional Evaluation	
NORMATIVE	<ul style="list-style-type: none">· provides information on the student's characteristics and problems· consists in having the students undergo standardized tests, then comparing their results with those of a representative sample (intelligence tests, personality tests, behaviour rating scales)
FUNCTIONAL	<ul style="list-style-type: none">· provides information on the relationships between the student's behaviour and the context in which it occurs· is based primarily on observation of the student's behaviour in his or her own environment (e.g. school, social, family)· makes it possible to identify the factors that influence behaviour, and those that can be controlled· presupposes the possibility of systematic observation: ability to determine what behaviour to observe, how and when to observe it and for how long, and what instruments to use

While these two methods are different, they are not diametrically opposed. If they are used together, they make it possible to create a profile of the student and to attain several important objectives of the procedure for evaluating needs: to more objectively screen students with severe adjustment difficulties; determine the intensity, frequency, persistence and context of the inappropriate behaviours; and identify the students' difficulties in their particular environments and the behaviours that hinder their learning and socialization.

CHAPTER THREE

INTERVENTION STRATEGIES

When a student exhibits behavioural difficulties that considerably hinder his or her achievement of learning objectives and socialization in school, it is the educator's duty to intervene. But how is an educator to set an intervention strategy in motion quickly and effectively? And what approach should be used?

Chapter Two contained a detailed discussion of the nature of behavioural difficulties and means of evaluation that might be helpful. But determining and evaluating a student's needs are only the beginning: the ultimate goal of any educator is to intervene, to help. Viewing intervention within a framework which allows the support measures to be seen as part of a more global process will undoubtedly prove useful. Two models of intervention strategies are therefore suggested in the following pages. The first is the multi-level model used in Iowa schools.¹ The second is a practical approach for developing individualized education plans proposed by the ministère de l'Éducation.

3.1 The Iowa Model

As stated in the MEQ document *School and Behaviour—Identifying Students with Behavioural Difficulties and Evaluating Their Needs*, the Iowa model is the result of a considerable team effort based on objective research. According to experts,² it is the best and most complete technique for evaluating behavioural difficulties in the school. This model is considered a

¹Frank H. Wood et al., *The Iowa Assessment Model in Behavioral Disorders—A Training Manual* (Des Moines: Iowa State Department of Public Instruction, 1985).

²Council for Children with Behavioral Disorders, "Position Paper on Definition and Identification of Students with Behavioral Disorders," *Behavioral Disorders* 13.7 (1987): 9-19.

Council for Children with Behavioral Disorders, "White Paper on Best Assessment Practices for Students with Behavioral Disorders—Accommodating to Cultural Diversity and Individual Differences," *Behavioral Disorders* 14.4 (1989): 263-278.

simple, functional and useful framework for structuring intervention strategies in school for students with behavioural difficulties. It comprises the following stages:

STAGE 1

Support in class or at home

When a teacher, parent, or any other adult concerned becomes aware that a student is behaving in such a way as to inhibit learning or hinder the development of satisfying social relationships, an attempt is made to help improve the behaviour in question. Together, the adults involved try to meet the student's needs and make the necessary adjustments using available resources in order to allow him or her to progress. They do not request assistance outside of the home or the classroom and act as they see fit. The following measures may be appropriate at this stage: specifying the teacher's expectations and the group rules, meeting with the student individually, reinforcing appropriate behaviour, giving advice, commenting on acceptable behaviour.

STAGE 2

Activities preceding the request for official identification

The teacher or a parent brings the student's problem to the attention of those persons in a position to offer assistance. He or she makes use of the resources normally available in the school, particularly student services such as a psychologist, psychoéducateur or social worker. The teacher continues to assume responsibility for the assistance provided to the student.

Parents are asked to become even more involved, since they are partners in the search for solutions.

Various types of support measures are recommended (e.g. a written agreement with the student specifying expectations and appropriate behaviours, competitive activities, a home-school communication sheet, modification of schedule of activities).

STAGE 3

Study of the need for educational services that have been adapted

If the support measures provided in the preceding stages were unsuccessful in resolving the student's difficulties, the school principal designates a committee to determine the necessary intervention strategies on the basis of the student's needs. This committee gathers all the information required to determine the necessary educational services to which the student has a right. Together, committee members make a detailed assessment of the young person's situation, without prejudice and focusing on his or her needs. This assessment may be based on an analysis of the environment, observation reports, information on social behaviour, data gathered in interviews, more detailed information on the student's actions in school and, if applicable, medical and psychosocial assessments.

STAGE 4	Once the young person's needs and difficulties have been clearly defined, adapted educational services are offered.
Choice of educational services	These services may consist of an individualized learning program, and/or a behaviour modification program, and/or support or supervision services.
STAGE 5	The decisions concerning the evaluation of needs, special resources, classification and relevant support measures are summarized in a report that includes information on the young person's current behaviour, long- and short-term objectives, services provided, persons responsible for various support measures, regular review procedures and, if applicable, criteria for returning to regular classes.
Implementation and review of the chosen support measures	

This is a systematic process and, as much as possible, committee members should try to respect it, although there may be valid reasons for opting for a shorter version. It closely resembles the process for developing individualized education plans used in Québec schools.

3.2 A Practical Approach for Developing Individualized Education Plans

The ministère de l'Éducation defines the practical approach for developing individualized education plans as follows:

Development of an individualized education plan involves planning and coordinating the type of assistance that a student requires. This is to ensure that actions carried out will complement one another, observe continuity and maintain a high standard.

The IEP must respond to the varied and complex needs of the student and take into account his or her school and family contexts.¹

Those involved in this process participate in resolving the student's problem according to their own area of expertise. The committee comprises individuals chosen for their ability to help solve the problem. The student, his or her parents, the teacher and the school principal should be members of this committee.

The goals of this process are to:

- establish priorities with regard to the student's socialization and learning needs, according to his or her potential;
- define the objectives of the intervention strategies and means for attaining them;
- define the participants' responsibilities according to resources and means available;
- coordinate the work of all participants;
- establish the timetable and the means of evaluation.

The process is divided into four main phases: identification, involvement, action and evaluation.

The aim of the first phase, **identification**, is to become more aware of the student's situation and to establish a common understanding of the problem. Once this is accomplished, persons potentially of help to the student are identified.

The second phase, **involvement**, is one of decision making. Common goals are determined and decisions are made with respect to the means to be employed and the roles and responsibilities of all persons involved. Objectives are defined, plans of action are determined and work coordination procedures are accepted by all persons involved.

¹Québec, ministère de l'Éducation, *A Reference Guide for Developing Individualized Education Plans for Students with Handicaps or Learning or Adjustment Difficulties*, Code 16-1597-01A (Québec: ministère de l'Éducation, 1993) 34.

In the third phase, **action**, the individualized education plan is implemented. All parties carry out their assigned tasks. The success of this phase is largely dependent on the coordination of the committee's efforts.

In the fourth phase, **evaluation**, the intervention strategy and procedure are assessed and adjusted, if necessary.

3.3 The Individualized Education Plan

The individualized education plan (IEP) provides for the systematic planning of services that are required to meet the specific needs of students with handicaps or difficulties.

The IEP is not only a requirement of the *Education Act* or a simple administrative formality. It is primarily a means of coordinating a process that better meets the needs of students with difficulties. Like any planning process, the individualized education plan involves analyzing needs, as well as making choices regarding objectives, means of attaining these objectives, their distribution within a given time frame and assignment of responsibility. Because it is reviewed regularly, the individualized education plan is flexible. It is established by the school principal, with the assistance of the student's parents, the staff providing the services, and the student himself or herself, unless he or she is unable to participate.

The IEP-related data and descriptions proposed in this guide are intentionally clear and concise. The objective is to encourage various educators (teachers, non-teaching professionals, administrators), to view the IEP as a useful and important procedure in student assistance. The IEP must be clear, simple and concise, and its objectives must be attainable in the student's everyday life. It must be personalized, that is, directly related to the needs of the student, who participates in its development. Table 4 illustrates the connection between the two models proposed.

TABLE 4

The Individualized Education Plan	
The Iowa Multi-Level Model	A Practical Approach for Developing Individualized Education Plans
1. Support in class or at home 2. Activities preceding the request for official identification 3. Study of the need for educational services that have been adapted	Activities preceding the practical approach for developing individualized education plans 1. Identification
4. Choice of educational services	2. Involvement (decision making)
5. Implementation and review of the chosen support measures	3. Action 4. Evaluation

The IEP developed by the committee set up by the school principal should deal with several important factors. Trudeau and Legault¹ give a brief description of each.

¹H. Trudeau and Y. Legault, *Le plan d'intervention personnalisé* (Longueuil: Commission scolaire Jacques-Cartier, 1990).

The student's needs

The intervention strategy is based on observation and evaluation of the student's behaviour. Data resulting from observation will enable the committee to set priorities. What is hindering the student's development? What attitudes or behaviours should the student acquire first? Maslow defined the word "need" as meaning, in a general sense, a want, lack or deficiency that must be satisfied. These are the elements that educators should focus on in developing intervention strategies.

The student's strengths

Students have strengths and interests, which, if they are taken into account, may reinforce support measures. These may include what the students like, what they are interested in, what they are good at, what they find easy and what they consider to be their particular skills or strong points.

Specific objectives

When the needs considered most important have been targeted, specific objectives are a means of satisfying them (e.g. Charles will be able to integrate into a work group). Each objective must be simple, realistic and action-oriented. It should specify the desired learning and behaviours. Naturally, these objectives are personalized. The more specific they are, the better the educator's follow-up will be.

Evaluation criteria

Evaluation criteria establish the minimum conditions for the existence of a behaviour. They make it possible to assess whether or not the specific objectives have been attained. The minimum conditions for the existence of a behaviour may be expressed in five ways: **percentage** (Louis will pass his French examinations with a minimum of 70 percent), **proportion** (Chantal will arrive on time four times out of five), **duration** (Charles will concentrate on his task for 15 consecutive minutes), **frequency** (Luke will express himself in a group four times in one day), or **a combination of these factors** (Louise will attain an 80-percent average in math within the next four classes).

Intervention strategies, means of intervention and resources

Once the specific objectives have been set, the intervention strategies, means of intervention and necessary human and material resources must be determined. The strategies and means are limited only by the creativity of the educators and the students. Since more and more students with learning or adjustment difficulties are attending regular classes, this is where support measures should be provided first. The various educators must make their efforts in the classroom. For example, a psychoéducateur who deciphers the meaning of a student's behaviour in class can help the teacher understand the behaviour and therefore feel more confident about his or her daily involvement in the classroom.

Persons responsible	Individuals will be assigned responsibility for support measures according to the goals set. Consultation and information sharing among parties is essential, since the teacher, parents, psychoéducateur and school principal may be equally responsible for the objectives. In this perspective, the importance of the cooperation and involvement of parents is obvious.
Timetable	The timetable refers to the stages planned for assessing the attainment of the various objectives.
Signatures	The signatures of the various parties attest to their agreement with the plan and their commitment to participate in its implementation. The student also signs the IEP and, therefore, takes responsibility for and makes an official commitment to a process of change.
Evaluation	Throughout the process of implementing the IEP, it is essential to regularly evaluate the objectives and the support measures used.

CHAPTER FOUR

TYPES OF SUPPORT MEASURES

This chapter includes various types of support measures that researchers and educators consider to be effective with students with behavioural difficulties. The support measures, instruments and means suggested in this guide are based on psychoeducational and behavioural approaches, as well as on various experiences in Québec schools. Table 5 presents two categories of support measures: preventive and specialized.

TABLE 5

Categories of Support Measures	Iowa Model	Types of Support Measures
Preventive measures	Stages 1 and 2	<ul style="list-style-type: none"> • A stimulating educational environment (4.1.1) • Teamwork (4.1.2) • Knowledge of the student's needs (4.1.3) • Support measures (4.1.4) • Communication (4.1.5) • Observation (4.1.6) • Setting objectives (4.1.7) • The helping relationship (4.1.8)
Specialized measures	Stages 3, 4 and 5	<ul style="list-style-type: none"> • Instructional interaction (4.2.1) • Reality therapy (4.2.2) • Intervention techniques (Redl and Wineman) (4.2.3) • Conflict resolution (4.2.4) • Behaviour modification (4.2.5) • Feedback and reinforcement (4.2.6)

According to the five-stage Iowa model described earlier, the first support measures must call upon the usual resources and immediately available means. The following stages (3, 4 and 5) are more related to a request for educational services and often require corrective measures.

4.1 Preventive Measures

Preventive measures are those that are habitually used in the school with all students, whether or not they exhibit behavioural difficulties. They are termed "preventive" because they make it possible to prevent the appearance or aggravation of behavioural difficulties in a young person.

4.1.1 A STIMULATING EDUCATIONAL ENVIRONMENT

Preventing behavioural difficulties in school is first a matter of creating healthy and consistent living conditions that lend themselves to academic and social learning. With this in mind, teachers must first decide which values and rules to emphasize. These guidelines will serve as reference points for evaluating the students' behaviour and attitudes. Tables 6 and 7 present some considerations for establishing a consensus among school personnel and certain characteristics of a stimulating educational environment.

Factors That Must Be Taken into Account When Establishing a Behaviour Code and Ensuring That It Is Respected by Everyone

1. Agreement on appropriate and inappropriate behaviour

Preferably, the ad hoc committee should reach a consensus on the school's behaviour code. Behaviours will then be judged appropriate or inappropriate depending on whether they conform to the rules adopted by the ad hoc committee.



2. Application of the code

For the sake of consistency, it is important that each adult make a point of applying all decisions made by the ad hoc committee (e.g. rules, disciplinary measures). It is essential that an example be set.



3. The ability to give constructive criticism of oneself and others

Individuals must be able to question their own actions and those of their colleagues. In fact, the ad hoc committee should periodically review their decisions and revise them if necessary.

The rules established should be rationally and concretely justifiable to the students.



4. Encouragement of initiative

It is important to encourage the members of the ad hoc committee in their actions and initiatives.



TABLE 7

Characteristics of a Healthy and Consistent Educational Environment
<ul style="list-style-type: none">· Sharing of responsibility and teamwork· Appropriate physical environment (e.g. well-ventilated classrooms, adequate lighting)· Opportunity for students to assume responsibility at school· Clear and accurate definition of the school's expectations· Positive attitude among personnel· Encouragement and support favouring success· Participation in school-wide and community activities (e.g. sports days, cultural days, volunteer work)

Each ad hoc committee must therefore create a stimulating environment. This implies, among other things, determining school rules and procedures and informing the students of them. The various rules concerning attendance, punctuality, respect for authority, respect for others and their belongings, tolerance with regard to individual differences, study habits, and so on, must be compiled into a behaviour code. Certain criteria are helpful in establishing such a code; for example, the code must:

- conform to the goals of Québec's educational community;
- reflect the favourable climate that the school wishes to establish as well as the expectations and needs of everyone involved;
- be established collectively and revised regularly by parents, students and school personnel;
- conform to current laws, including the human rights charters;
- be easy to understand;
- favour reasonable expectations as well as legitimate and necessary objectives;
- be equitable and non-discriminatory with regard to behavioural standards as well as measures taken to ensure that these standards are met;

- state students' rights as well as their responsibilities;
- give an idea of what is expected of parents with respect to discipline in school;
- clearly state realistic and appropriate consequences that may be applied if the code is not respected.

4.1.2 TEAMWORK

In order to increase the success of support measures, it is always preferable to work as a team.

This team may include teachers, school administrators, parents, psychologists and psychoéducateurs. Depending on the student's needs, other professionals may be asked to participate (e.g. guidance counsellors, social workers, school nurses). Together, they agree on objectives and support measures to assist the student.¹

The following are characteristics of a dynamic team:

Complementarity	Being able to rely on the resources, skills and "specialties" of each member; benefiting from different ideas and points of view.
Unity	Being on the same wavelength and being able to agree on support measures.
Consistency	Having a common goal; working to the same end, espousing the same basic principles and compatible values. Even if everyone has a certain leeway in his or her "way of doing things," all participants must be headed in the same direction.
Belonging	Feeling that one is part of the team.

¹Those wishing further information on the assistance provided by these professionals may consult the following MEQ documents, which appear in the bibliography: *Psychology Services in School—Activity Guide* (Code 28-1849A), *Psychoeducational Services in School—Activity Guide* (Code 28-1865A) and *School: A Place to Grow—Organizational Framework for Auxiliary Services* (Code 28-1795A).

Communication	Sharing information and opinions, agreeing on intervention strategies.
Respect	Maintaining a climate of respect for others, their opinions and their emotions.
Trust	Being able to express and accept thoughts without fear of judgment.
Mutual assistance	Knowing that support is available, both professionally and personally; knowing that others will listen, understand, encourage.
Stimulation	While maintaining mutual respect, being able to question oneself, compare one's ideas in order to assess them and assist each other.
Support	Being able to show signs of appreciation and tender one's congratulations.
Pleasure, humour	Enjoying working together and knowing how to have fun are signs of an effective and dynamic team.

Furthermore, it is important to encourage cooperation between the family and the school, and parents' participation as partners in the prevention and correction of behavioural difficulties. It is also helpful to provide them, as needed, with assistance in the development of new parental skills. Often, encouraging parents to form groups can be very helpful.

4.1.3 KNOWLEDGE OF THE STUDENT'S NEEDS

A personalized intervention strategy is obviously directly related to the individual's needs. By finding a solution adapted to his or her needs, the student may progress. Table 8 presents a brief description of Maslow's hierarchy of needs, and suggests means of promoting the satisfaction of these needs in school.

TABLE 8

Maslow's Hierarchy of Needs		
Needs	Description	Means of Helping the Students Satisfy Their Needs in School
1. Survival (physiological needs)	food, shelter, a certain amount of physical comfort (necessary for physical survival)	Ensuring that the adolescents' diet and living conditions are good enough to allow them to act appropriately at school. In general, these needs are satisfied in most students, but there are always exceptions.
2. Pleasure - safety	<ul style="list-style-type: none"> · laughing · having fun · obtaining satisfaction and pleasure from accomplishment · feeling safe 	<ul style="list-style-type: none"> · Creating a pleasant atmosphere. · Carrying out varied, relevant and enjoyable learning activities. · Suggesting fun group activities. · Suggesting stimulating activities that are not always for purposes of academic evaluation. · Living in an organized, stable and predictable social and physical environment.
3. Belongingness	<ul style="list-style-type: none"> · loving and feeling loved · belonging to a group or family 	<ul style="list-style-type: none"> · Promoting a feeling of belonging by specifying the expectations and values of the environment. · Establishing a behaviour code with rules, guidelines and clear consequences. · Promoting personal contact in order to get to know the students, what they like, their hobbies and preferences, and so on.
4. Power – esteem	<ul style="list-style-type: none"> · feeling competent in a given area · being recognized for one's abilities, skills, strengths and contributions · being listened to, respected and appreciated 	<ul style="list-style-type: none"> · Providing the students with a sense of power, that is, helping them recognize themselves as competent individuals with intrinsic value. · Praising their achievements, however small. · Quickly reinforcing appropriate behaviour. · Helping the students acquire appropriate behaviours. <i>Students often repeat inappropriate behaviours because they do not see the alternatives (e.g. asserting themselves positively instead of fighting).</i> · Listening to the students, their suggestions, perceptions and solutions. <i>Students are often not consulted in the search for solutions. They are, however, aware of their own circumstances and could suggest interesting ways of dealing with difficult situations. This view of interaction frees the teacher from always having to find an answer.</i> · Creating an atmosphere that allows the students to demonstrate their strengths and successes. Acknowledging the successes, and asking the students how they arrived at the given solution. This will allow the students to consolidate new behaviours. · Convincing the students that they can succeed, that they have already taken steps in that direction. Helping the students clarify what they want and the skills they want to develop, and show them when they select inappropriate behaviours. <i>For example: "You told me you wanted to make friends. Can you make friends when you are physically aggressive?" This type of question allows the students to evaluate their own behaviour and therefore take responsibility for their actions.</i>
5. Freedom - self-actualization	<ul style="list-style-type: none"> · having the opportunity to make choices · increasing one's potential · achieving personal development 	<ul style="list-style-type: none"> · Establishing a clearly defined framework and allowing the students to make choices. · Allowing the students to take initiative, to become responsible for their actions and to commit themselves to the learning process. · Giving the students the opportunity to express opinions, ideas and values.

4.1.4 SUPPORT MEASURES

There are various support measures that may help students attain objectives related to behaviour and learning in school.

Tutoring, the school agenda, the progress sheet, instructional support measures, study hours and the multidisciplinary team are all examples of support measures that have proven to be practical and effective.

Tutoring or Personalized Assistance

A teacher acts as a tutor when he or she takes professional and personal responsibility for a student.

The tutor's role is to encourage and assist the young person in integrating into the school environment, as well as to ensure, through regular follow-up, instructional and behavioural support. The tutor supervises the student's academic and personal progress and suggests, if necessary, human or material resources that may be of further assistance. He or she is available to the young person in the school and ensures communication between school and family. This individual is particularly concerned with the student and must first establish a meaningful relationship with him or her.

The objectives of this measure are to ensure an individual helping relationship and to promote the student's personal and social development, as well as academic achievement. Also, the tutor encourages in the young person a feeling of belonging in a class and in school.

The School Agenda

The school agenda is a journal containing all school-related information: the school calendar, the student's timetable, extracurricular activities, theme weeks, the professional services offered in the school, and outside resources apt to assist the young person. It also includes a list of school personnel, the school rules and behaviour code and the basic school regulation. The agenda also contains more personal information, such as relevant addresses and personal

notes. It may also include work methods, study methods, multiplication tables, metric conversion tables, and so on. Finally, the agenda is above all a handy reminder in which to note homework, examination dates, appointments and any other important information.

Students should be encouraged to use the school agenda because it helps them better plan, organize and manage their time. Moreover, it may serve as a communication tool for student, parents and school personnel if it is used as a support measure.

The Progress Sheet

The progress sheet and the weekly agenda are effective and popular methods of monitoring learning and behaviour in school, since they make daily or weekly evaluation and control possible.

The following information is usually included:

- the student's name and class
- daily or weekly timetable and class hours
- the objectives to be attained and relevant instructions
- the expected consequences (positive and negative)
- means of evaluation and criteria for assessment
- the duration of the contract
- the signatures of the various parties involved (student, tutor, parents)

This support measure makes it possible to:

- assess whether the objectives set with the student have been attained;
- compile daily or weekly comments on the student's behaviour and thus create a profile of his or her situation in school;
- record improvements in behaviour.

The progress sheet gives the students an idea of their actions within a given period, in order to encourage the maintenance of appropriate behaviour and modify inappropriate behaviour. When this measure is used, it is important to gradually increase the students' ability to evaluate themselves. Note that it is essential to provide the students and adults involved with clear explanations of the objectives, evaluation criteria, expected consequences and duration of the measure.

Instructional Support Measures

Instructional support measures and remedial work are services that the school can offer to students with periodic or chronic learning difficulties.

The objectives of these measures are to offer special assistance to students in order to help them catch up and consolidate their learning so that they can attain program objectives. This type of support measure makes it possible to personalize educational services and prevent students from dropping out of school.

It is also important to help the student acquire academic skills that make it easier to learn. Helping young people develop good study skills is an example of an instructional support measure.

Study Hours

Some schools offer students the opportunity to stay in school after regular class hours to study or do homework under supervision. Study hours allow students to finish their daily homework and studies, to solicit additional assistance (information, explanations) in completing the work, and to have access to all pertinent material. This time may also be used to acquire effective study habits and techniques.

The Multidisciplinary Team

A multidisciplinary team or committee comprises various school personnel: administrators, teachers, non-teaching professionals, and anyone else able to assist the students.

The objectives of this committee are to:

- promote consultation and information sharing among those who work with the students;
- follow up on the students' various needs and difficulties (e.g. behavioural difficulties, orientation, classification);
- encourage information sharing, discussion and suggestions of intervention strategies to help the young people in their personal and academic progress.

This support measure concerns school personnel more than students. It is an administrative measure that makes it possible to supervise the services offered to the students and the various support measures used.

4.1.5 COMMUNICATION

The importance of communicating, exchanging ideas with students, is now a given. "Good communication" allows all parties to explain themselves, to make themselves understood, and often to prevent conflicts or the deterioration of the atmosphere in the classroom.

Anything you can do to increase communication in your class will reduce your need to impose order by authority, and reduce the student's need to rebel against that authority. The class will become more a place for listening and learning, and less a place for fighting and antagonism.¹

Certain attitudes are helpful in establishing or re-establishing communication with the students. Examples include being concerned with the students' experiences or being interested in what they do.

¹John O. Stevens, *Awareness: Exploring, Experimenting, Experiencing* (Moab, UT: Real People Press, 1971) 135.

The following pages review the principles that promote good communication and useful exchanges of ideas.

TAKE THE TIME

Set aside time for discussion with the students in order to promote receptivity and openness.

For example: Chat with the students before class begins.



MAKE CONTACT

Use small, daily gestures to establish contact and communication in order to promote an atmosphere of trust.

For example: Encourage the students or congratulate them for work well done.



PAY ATTENTION TO THE STUDENTS

Pay attention to the students, show an interest in what they do and who they are.

For example: Inquire about the health of a student on crutches.



BE PREPARED TO LISTEN

Be attentive to the students' experiences, joys and sorrows, and try to understand how they feel.

For example: Tell a student that you understand why he or she was late, given a particular recent event in his or her life.



BE OPEN TO CHANGE

Be prepared to modify a given activity to better meet immediate needs.

For example: Set aside part of a class to allow the students to discuss a recent incident.



TAKE VALUE DIFFERENCES INTO ACCOUNT

Accept that the students assert themselves and express different ideas.

For example: Accept that the students dress differently.



BE PREPARED TO MAKE COMPROMISES

Accept, if necessary, a solution other than the one you expected.

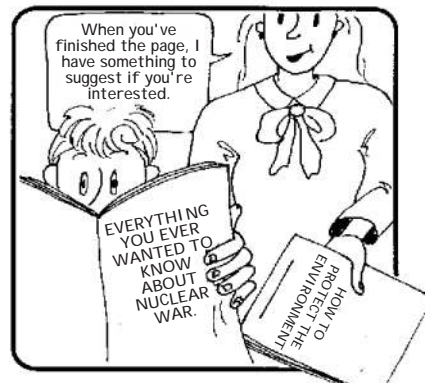
For example: Allow the students to decide when the class party will take place.



RESPECT BOTH THE STUDENT AND YOURSELF

Show the students the same respect you expect from them.

For example: Wait for a student to finish reading before speaking to him or her.



**BE PREPARED
NOT TO KNOW
EVERYTHING
ABOUT THE
STUDENT**

Recognize that the students do not have to tell you everything.

For example: A young person who has just lost his girlfriend does not have to provide all the details.



**HAVE
CONFIDENCE IN
VALUES
LEARNED AT
HOME AND IN
SCHOOL**

Remember that young people assert themselves by opposing and rejecting our values, but that education is never lost.

For example: A student apologizes voluntarily after treating someone with utter disrespect.

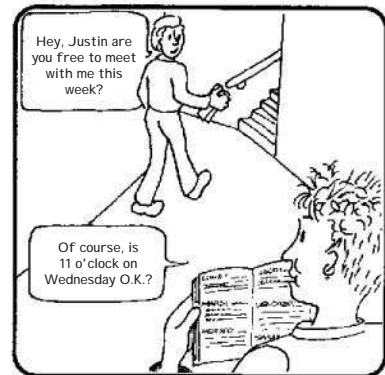


**CHOOSE THE
RIGHT TIME AND
PLACE**

Ensure that you have enough time to talk with a young person without interruption.

Choose a place where the student can speak openly.

Take the student's availability into consideration.



**ENCOURAGE
THE STUDENTS
TO EXPRESS
THEMSELVES**

Ask questions and give the students time to consider and answer.

Allow for moments of silence and reflection.

Encourage the students to express their feelings by letting them know what you think is going on.



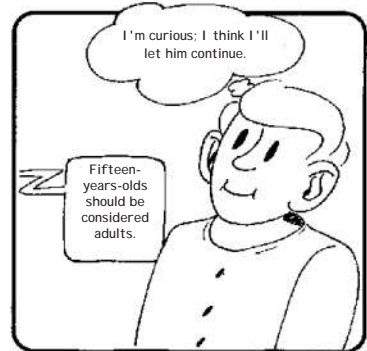
USE PHYSICAL PROXIMITY

Demonstrate satisfaction and affection with a gesture in certain situations in order to ensure effective communication.



DISCUSS IDEAS RATHER THAN ARGUE

Give the students time to express themselves.
Pay attention to what they are saying and feeling.
Listen to the students instead of thinking of how you are going to reply.
Do not try to convince the students.



ENSURE MUTUAL UNDERSTANDING

Ensure that both you and the student have understood each other.



AVOID CERTAIN ATTITUDES

Try not to:
talk too much;
moralize;
criticize or blame;
investigate.



**UNDERSTAND
HOW THE
STUDENTS?
BEHAVIOUR
AFFECTS YOU**

Recognize and express how you feel about the students' attitudes and behaviour.



**TALK ABOUT
CONFLICT
SITUATIONS**

Discuss conflict situations in order to re-establish contact and avoid making the problem worse.



**MAINTAIN
CONTACT**

Try to maintain a relationship with the students, regardless of problems.



4.1.6 OBSERVATION

According to a recent document published by the ministère de l'Éducation:

In order to deal successfully with students with behavioural difficulties, teachers must not only be well informed, but they must also be able to avail themselves of a number of techniques. Systematic observation is one of the techniques available to teachers. It is easily applied in the classroom and is all the more valuable since teachers are increasingly urged to participate in the development and implementation of individualized education plans.¹

¹Québec, ministère de l'Éducation, *School and Behaviour—Systematic Behavioural Observation*, Code 16-1585-02A (Québec: ministère de l'Éducation, 1992) 21.

Table 9 sets forth the goals of observation, the steps involved and the various methods that may be used.

TABLE 9

Systematic Behavioural Observation	
GOALS	<ol style="list-style-type: none"> 1. To objectify judgment. 2. To suggest solutions. 3. To support requests for special services. 4. To evaluate intervention strategies.
PRELIMINARY STEPS	<ol style="list-style-type: none"> 1. Defining behaviour (observable and measurable). 2. Recognizing that which immediately precedes a behaviour (its antecedents) and that which follows it (its consequences). <p>Recognizing context clues that make it possible to gain a better understanding of the appearance and maintenance of a behaviour.</p>
METHODS OF OBSERVATION	
1. Continuous recording	Determining a period of observation and recording all occurrences of the target behaviour during this period. Various aspects of the behaviour, such as frequency, duration and intensity, may be measured.
2. Time sampling	Briefly observing a behaviour at specific points in time.
3. Interval sampling	Recording the appearance of a behaviour, if applicable, during a period of time separated into equal parts.
4. Self-observation	Having the student record the frequency or the duration of a given behaviour on a chart.

4.1.7 SETTING OBJECTIVES

When an educator is providing a student with support measures, it is essential that an objective be determined so as to ensure effective and preventive results. The goals of the intervention strategy must be clearly explained to the student. To promote maximum attainment of the objective, it is important that it be short-term and that it respect the criteria presented in Table 10.

CRITERIA FOR SETTING OBJECTIVES

The objective must be:

1. Desirable to the student

The objective must be something that the student wishes to attain.



2. Understandable

The student must fully understand what is expected of him or her.



3. Feasible

The student must believe that he or she can attain the objective.



4. Attainable

Taking into account the student's abilities and situation, the teacher must believe that the objective can be attained.



5. Clear

The objective must be formulated in such a way as to avoid uncertainty. The student must know exactly what he or she must do.



6. Measurable, quantifiable or observable

The student must be able to determine objectively whether he or she is improving or has attained the objective.



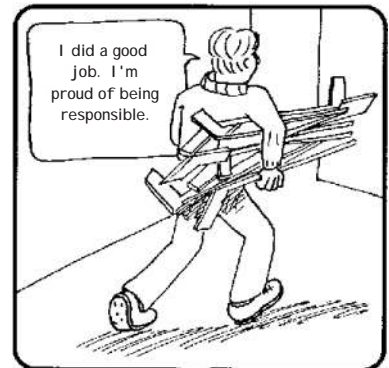
7. Controllable by the student

The student must be able to control the factors that influence the attainment of the objective.



8. Stimulating for the student

The objective must encourage the student to progress and must present a challenge.



4.1.8 THE HELPING RELATIONSHIP

To help is to provide someone with additional resources so that he or she may make personal progress and resolve certain difficulties, if necessary.

Table 11 presents a brief description of possible motivations for a helping relationship, objectives and additional resources.

TABLE 11

The Helping Relationship	
MOTIVATIONS	<ul style="list-style-type: none"> · Extrinsic motivations: Disturbing events that occur in the subject's immediate environment, independently of the subject (e.g. parents' divorce, illness of a loved one). · Intrinsic motivations: Events related to the subject (personal or interpersonal conflicts) and signs such as fatigue, insomnia and tension.
OBJECTIVES	<ol style="list-style-type: none"> 1. To help someone through a difficult time (e.g. parents' divorce). 2. To help someone improve his or her personal attitude (e.g. to become less self-effacing and more assertive or less domineering and more considerate). 3. To help someone learn about himself or herself in order to make better choices (e.g. take his or her personal preferences into account).
ADDITIONAL RESOURCES	<ol style="list-style-type: none"> 1. Physical or material resources: Helping a student pay school-related fees, integrate into the school, clean out his or her locker, move his or her school supplies, and so on. 2. Special resources: Soliciting additional information from a teacher or remedial specialist or, in a medical situation, requesting the assistance of the school nurse. 3. Relationship-related resources: Establishing a relationship with the student in which the adult uses his or her skills to help the student explore the problem and possible solutions.

In order to establish a meaningful helping relationship with a student, two educational approaches are recommended: "participation" and "positive relationship."

"Participation" means **spending as much time and doing as many activities as possible with the young person**. The student will observe the adult's actions as well as his or her thoughts. Attitude and example are very important.

Establishing a **positive relationship** between the educator and the young person is fundamental. A certain number of elements, however, must be present in order to create such a relationship: affection, sympathy, interest, respect, pleasure, humour, regular activity,

affability, availability, flexibility and participation in the decision-making process.

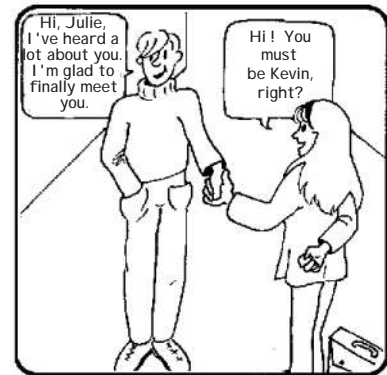
Again in order to promote a meaningful helping relationship between adult and student, Table 12 presents useful skills for establishing contact.

TABLE 12

Useful Skills in a Helping Relationship

1. Start a conversation with a:

- greeting
- smile
- introduction



2. Listen attentively and actively using:

- eye contact
- approval
- expression
- two-way conversation



3. Pay attention to what the person is saying and doing by:

- making comments
- observing non-verbal messages
- showing interest in the discussion through active participation



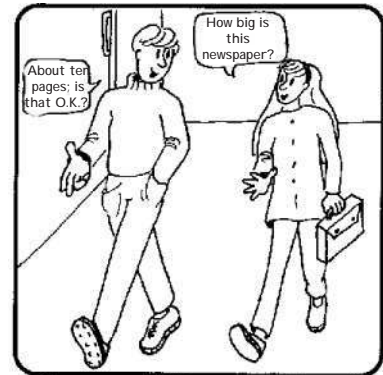
4. Know how to ask open questions.

- "How are you?"
- "Are you feeling well?"

Know how to ask well-directed questions.

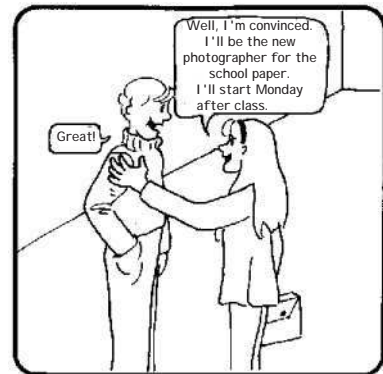
- "Is your cold gone?"
- "Have you gone back to work?"

Participate actively in the discussion.



5. Summarize the conversation.

- Emphasize the important elements of your meeting with the young person.
- Summarize the discussion and ensure that both of you understand what took place.



4.2 Specialized Support Measures

This section deals with more specialized support measures. They are used mainly in Stages 3, 4 and 5 of the Iowa multi-level model and often follow a request for the adaptation of educational services. Their main goal is to correct and improve attitudes and behaviours that are considered inappropriate.

4.2.1 INSTRUCTIONAL INTERACTION

In order to succeed in one's interventions with students with behavioural difficulties, there must be a positive interaction between the young person and the helper. This interaction is related to the mutual positive influence established between the student and the adult involved. It is important to remember certain factors.

Express affection:

Pay particular attention to the student; show an interest.



Compliment work well done:

Let the student know that his or her strengths and qualities do not go unnoticed.



Describe inappropriate behaviour:

Explain to the student the inappropriate behaviour observed.



Describe expected behaviour:

Describe the attitude or behaviour that the student should adopt.



Give a rational explanation of appropriate behaviour:

Explain the motives for your request to the students.



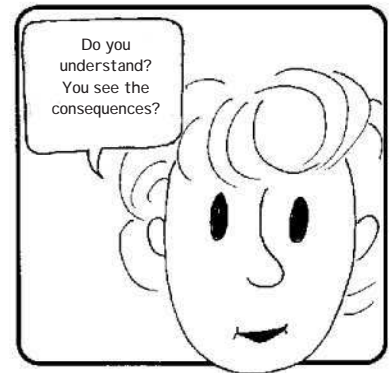
Describe the immediate consequences:

Explain all the positive and negative consequences of appropriate and inappropriate behaviours.



Verify the students' understanding:

Ensure that the students have understood all the explanations.



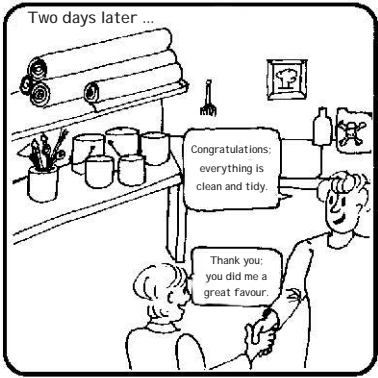
Have the students practise appropriate behaviour:

Offer the students the opportunity to exhibit the appropriate behaviours.



Give the students feedback:

Show the students your appreciation and satisfaction.



Show approval:

Congratulate the students, showing affection and attention.



The basic principle of instructional interaction is to analyze each support measure offered to the student. This process in ten steps urges teachers to encourage the students, explain both appropriate and inappropriate behaviours and ensure mutual understanding.

4.2.2 REALITY THERAPY

Reality therapy is based on two essential needs: **to love and be loved**, and **to feel that we are worthwhile to ourselves and to others**. The inability to satisfy these two needs often appears as inappropriate behaviour. Reality therapy proposes various steps that the educator can follow to help the student adopt more appropriate behaviour and to allow him or her to acquire the ability to satisfy his or her need for love and self-worth.

Step 1 ESTABLISH A RELATIONSHIP

This first step is the basis of reality therapy, and it is essential. It consists in establishing a meaningful relationship with the student by, for example, participating in activities with the young person and focusing on his or her strengths, skills and talents. You may also show an interest by asking the student about his or her goals.

*What do you want to do in life?
Why?*

The young person, feeling a helpful presence, may find it easier to reflect upon his or her behaviours and accept assistance.

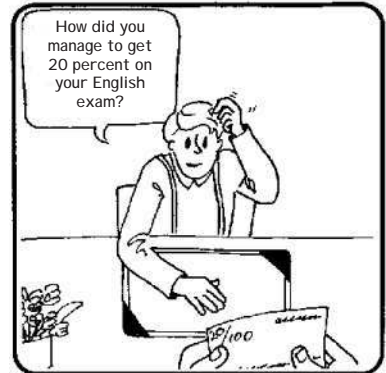


Step 2 FOCUS ON THE STUDENT'S BEHAVIOUR

During a problem situation, focus on the student's current behaviour, that is, on what the student has actually done and what is possible and easiest to modify.

*What are you doing?
What have you done?*

Emotions are not entirely disregarded, but described as consequences of the behaviour.



Step 3 HAVE THE STUDENT EVALUATE HIS OR HER BEHAVIOUR

Once the student has told you what he or she has done, ask him or her to evaluate the behaviour.

*Is this a responsible behaviour?
Does it help?*

It is essential that the student make a value judgment of the behaviour in order to recognize that it is not helping or is inappropriate. The goal of self-evaluation is not to be destructive or negative, but to allow for an honest assessment of the situation.

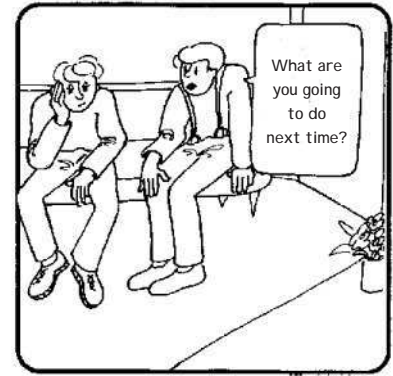


Step 4 CHOOSE A SATISFACTORY BEHAVIOUR OR A PLAN OF ACTION

This step consists in establishing a plan of action.

What could you do to avoid this reaction from the teacher in a similar situation?

Young people often have very good ideas. The student should be asked to repeat the plan decided upon so as to assimilate it.



Step 5 REQUEST THE STUDENT'S COMMITMENT

The student agrees to try a new behaviour. Ensure that the student's decision is his or her own, and that the expected results are reasonable and attainable. At first, the behaviour will be rather limited, always very specific and will only gradually become more frequent.



Step 6 REINFORCE APPROPRIATE BEHAVIOUR AND DO NOT ACCEPT EXCUSES

If the student succeeds with the new behaviour, his or her ability to change must be emphasized through reinforcement so as to provide encouragement.

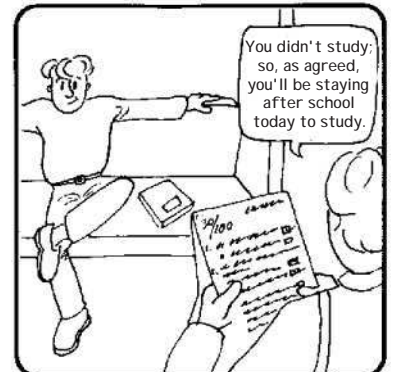
*I'm glad you succeeded.
Congratulations! You met your objectives.*



If the student fails, do not ask why, since that would constitute an opportunity for excuses, which must not be accepted. Suggest a new plan or a renewed attempt at the same plan. (Return to Steps 4 and 5.)

Step 7 ALLOW THE STUDENT TO FACE THE CONSEQUENCES

Allow the student to face the consequences of his or her inappropriate behaviour. Since all parties are aware of these consequences in advance, you are not obliged to punish, blame, criticize or reproach the student (which might put an end to your relationship). You must also emphasize the objective of acquiring an appropriate behaviour that will prove useful throughout the student's life.



Step 8 PERSEVERE

You must persevere in assisting the student, despite any difficulties encountered. You must persist in trying, rejecting inappropriate behaviours, while accepting the student for who he or she is.



4.2.3 REDL AND WINEMAN'S INTERVENTION TECHNIQUES

Helping students with behavioural difficulties requires a good knowledge of various types of intervention techniques. Educators should base their actions on certain models if they wish to be effective. As Gendreau states, educators must be familiar with these techniques, not so that they may hide behind them, but so that they may introduce them into a context of being, as possible means of establishing relationships between the young person and himself or herself, the reality of his or her environment and the educator as a person.¹

Also, as Redl and Wineman state:

*Not a single one of the items listed here pretends to be a new invention. Almost anybody who has any dealings with children has at some time used most of them. It is their planned assortment and illumination under the principle of "behavioral hygiene" that is being stressed.*²

Their proposed intervention techniques are as follows:

Planned ignoring

This technique involves ignoring inappropriate behaviour and paying attention to appropriate behaviours. Often, ignoring provocative or negative behaviour prevents it from becoming more severe.

¹G. Gendreau, *L'intervention psychoéducatrice* (Paris: Éditions Fleurus, 1978) 55.

²F. Redl and D. Wineman, *Controls from Within—Techniques for the Treatment of the Aggressive Child* (New York: The Free Press, 1952) 158.

Signal interference	A simple sign of disapproval may suffice to put an end to inappropriate behaviour. This technique is effective if used when a potentially disruptive behaviour first appears, which might lead to the disorganization of the young person.
Proximity and touch control	Proximity and touch control often put an end to inappropriate behaviour. This technique is helpful when verbal intervention is unsuccessful.
Involvement in interest relationship	This technique involves participating on an emotional level in what interests and fascinates the young person, what is new to him or her or what makes him or her happy, and showing an interest in his or her activities or the work he or she has done.
Hypodermic affection	A student who has begun to cause trouble will calm down faster if the adult ignores the aggressive aspect of the behaviour and expresses sympathy by helping the young person solve his or her problems. The particular attention given the student shows that the adult cares about him or her.
Tension decontamination through humour	Humour often makes the student feel that the adult is not shaken by his or her aggression, and gives him or her the opportunity to retreat without being humiliated. In some circumstances, humour may prevent an inappropriate behaviour or help bring the situation under control.

Hurdle help

It is important to come to the assistance of students who react strongly to frustration or difficulties caused by their environment before a crisis erupts. It is a question of providing practical assistance in accomplishing their work.

Interpretation as interference

Another technique involves explaining to the student his or her motivations or a situation that he or she has misunderstood. The objective of interpretation is not to radically change the situation, but to decrease the frequency of a behaviour by stating pertinent facts.

Regrouping

It is possible to transfer a student to another group. While this change may eradicate certain problems, it also has its share of disadvantages. This option should not be used unless several others have failed.

Restructuring

Restructuring is a technique used to avoid problems. It consists in dropping an activity that is no longer relevant and substituting an activity that better meets the students' needs.

Direct appeal

Threats, punishments and prohibitions are often ineffective. It is preferable to use direct appeal (verbal instructions) as soon as the student has regained a certain amount of control. Most frequent are:

- appeal to a personal relationship;
- physical reality implication;
- undesirable consequences inherent in the act;
- outside role sensitivities;
- superego demand and value sensitivity;
- group code value;
- narcissistic pride;
- appraisal of community consequences;
- awareness of peer group reaction;
- hierarchical limitation awareness;
- personal considerations;
- pride in personal improvement.

**Limitation of space
and tools**

A student cannot be expected to exert more control than he or she has. Therefore, it may be important from time to time to prohibit or limit access to certain places or objects.

Antiseptic bouncing

Sometimes it is necessary to withdraw the student from the group: when there is physical danger, when there is irritation through the group psychological scene, when the student has a negative influence on the group, when he or she needs to save face, when serious limitations are in order. Withdrawing a young person from the class should be used only with extreme caution and as a last resort.

If a student is excluded from the group, he or she must not be left alone. Exclusion should be short-lived, in order to prevent the student from interpreting the action as rejection or abandonment. It is the behaviour that is rejected and not the student himself or herself. Withdrawing the student from the group or an activity must always be followed by a review of the situation.

Physical restraint

This technique, which is generally intended to stop activity, consists in physically removing the student from a dangerous area or physically preventing him or her from endangering himself or herself or others. Physical restraint must not be confused with corporal punishment. It is not punishment, but a support measure. Physical restraint should be used only as a last resort.

**Permission and
"authoritative verbot"**

Giving a student permission may defuse a potentially disruptive situation and create a better atmosphere during an activity. "Authoritative verbot" may be used when a situation involves dangers unknown to the student, when the student is on the verge of going further than he or she really wants to, or when it is urgent that the student be stopped and there is no time for explanations.

Promises and rewards

This technique involves promising the student or group of students a reward or privilege for having attained a given objective. It may be used to prevent or elicit a behaviour. It must be used very sparingly and be interpreted correctly by the student.

Punishments and threats

Usually, adults try to help the student gain better control of himself or herself. In order to succeed, the following conditions must be met: the punishment must be seen as unpleasant and related to an inappropriate behaviour, and the student must see the need for the punishment. This technique is often ineffective if the student does not recognize his or her responsibility.

These intervention techniques are means frequently used by adults. In order for the techniques to be effective, educators must observe the situation closely, correctly decipher the facts and understand the situation, and use one or several techniques that they feel comfortable with. Finally, educators should avoid confrontation and stubbornness, and, above all, accept their own emotions when dealing with young people.

4.2.4 CONFLICT RESOLUTION

All individuals—adults, adolescents, children—may find themselves in conflict at one time or another. For young people, particularly adolescents, conflict may arise on the subject of their own values and needs and the objectives of the school.

Objective

The objective of this technique is to allow the students to become more adept at solving various problems of interaction with one or several elements of their environment. Young people who are able to solve their own problems are apt to generalize what they have learned and apply it to other situations.

Method

Assertiveness and Cooperation

In order to resolve a conflict, the educator must guide the student to identify the various aspects of the problem situation:

- the people and objects involved
- the role played by the various participants
- the consequences of the situation
- an exploration of the various possible scenarios to correct the situation
- the advantages and disadvantages of various solutions
- choice of the best solution to the problem

The assertiveness and cooperation method allows all parties to express their needs and take the needs of others into account. Together, they find a solution satisfactory to everyone. The conflict is resolved if the adopted solution takes the identified needs into account.

In both the short and the long terms, this conflict-solving approach is doubly effective, since it helps not only to find a solution acceptable to all parties, but also to consolidate the relationship through a mutually satisfying experience.

To be avoided:

Various reactions such as:

- verbal violence;
- physical violence;
- escape;
- withdrawal;
- submission;
- interference from outsiders.

There are two other conflict-solving methods:

- The aggression-aggression method, in which one tries to impose one's will on the other. Since no one will give in, the conflict persists and the situation may worsen.
- The aggression-submission method, in which one imposes one's will on the other, who gives in. One party obtains satisfaction, while the other does not. The conflict is resolved on the surface, but one party only grudgingly accepts the "solution."

These two methods are obviously not recommended, since neither of them resolves conflicts.

4.2.5 BEHAVIOUR MODIFICATION

Behaviour modification is an approach in which an attempt is made to change a behaviour by modifying the environment in which it appears.

1. Behaviour may be changed if its antecedents or consequences are modified.
2. Behaviour modification focuses on behaviours that can be observed and measured.

Behaviour modification techniques help motivate the students and guide them toward self-discipline. Three techniques are often used with adolescents.

TABLE 13

Behaviour Modification Techniques	
1. Selective attention	<p>A. Selective attention is a simple technique and should be tried first. It involves:</p> <ul style="list-style-type: none">a) identifying the deviant behaviour;b) ignoring inappropriate behaviour;c) immediately reinforcing satisfactory behaviour or any behaviour approaching the target behaviour by paying attention (shaping). Satisfactory behaviour can also be reinforced in others (modelling). <p>B.N.B.:</p> <ul style="list-style-type: none">a) The teacher's attention must be important to the student.b) The deviant behaviour may become more frequent at first.

2. Schedule of reward	<p>A. Three rules should be followed:</p> <ul style="list-style-type: none">a) Take into account actions rather than feelings.b) Apply this technique to specific actions.c) Give rewards less frequently as behaviour improves. <p>B. Three lists of behaviours must be drawn up:</p> <ul style="list-style-type: none">a) behaviours you approve of and that you wish to see continueb) those that you would like to see become less frequent or intensec) those that you would like to see become more frequent or intense <p>C. There are three types of positive reinforcers:</p> <ul style="list-style-type: none">a) social reinforcersb) intrinsic reinforcersc) tangible reinforcers <p>It may be helpful to make a list of people, places, objects and activities that may be used as positive reinforcers for the student.</p>
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<p>3. Behavioural contracting</p>	<p>A. There are five steps involved:</p> <ul style="list-style-type: none"> a) Define the problem and specify the desired behaviour. b) Design a form for gathering information. c) Identify positive reinforcers and how they will be used. d) Plan a weekly review and evaluation of the student's progress. e) Have all parties involved sign. <p>B. Six points should be remembered:</p> <ul style="list-style-type: none"> a) The student chooses his or her own reinforcers. b) The reinforcers must be accepted by all parties involved. c) The contract's objectives must be realistic and the desired behaviour must be attainable. d) The commitment must be honoured. e) The contract must be re-evaluated regularly. f) Occasionally, the parents may participate in awarding reinforcers.
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The objective of behaviour modification is to reduce the frequency and intensity of unacceptable behaviours or replace them entirely. It also aims to make young people aware of their inappropriate attitudes and behaviours and help them adopt new behaviours.

Section 4.2.6, which deals with feedback and reinforcement, describes in further detail the use of various types of reinforcers to modify certain behaviours or encourage the adoption of new behaviours.

4.2.6 FEEDBACK AND REINFORCEMENT

Often, in order to encourage an appropriate behaviour or discourage an inappropriate one, we must make the students aware of our approval or disapproval. The students must know how we perceive their behaviour, whether or not we agree with their actions.

Certain criteria must be respected when reacting to the students. Comments should:

1. deal with the individual's work, behaviours or accomplishments, rather than the individual himself or herself;
2. be based on observations rather than on inferences or interpretations;
3. be descriptive rather than evaluative;
4. be consistent;
5. be related to a behaviour identified in a particular situation;
6. be given in a spirit of information sharing and openness rather than advice;
7. allow for the exploration of various solutions rather than providing ready-made answers;
8. be given according to their usefulness to the individual rather than according to their ability to allow us to express our aggression;
9. take into account the number of comments that the individual is able to assimilate and use;
10. be given at an appropriate time and, if possible, immediately.

Feedback includes reinforcers awarded to the student. There are three categories of reinforcers: social, tangible and intrinsic. The aim of reinforcers is to encourage the maintenance or adoption of a social or academic behaviour deemed satisfactory and appropriate. It should be emphasized that in psychology reinforcement is defined as the process, and that the reinforcer is the object or consequence of a behaviour.

TABLE 14

The Three Categories of Reinforcers	
1. Social reinforcers	<ul style="list-style-type: none"> · congratulations, approval and signs of affection or attention · verbal messages: "Congratulations!" "Great!" "Keep it up!" · non-verbal messages: smile, wink, friendly gesture · stimulating messages from any other person · words or gestures of approval immediately following appropriate behaviour
2. Tangible reinforcers	<ul style="list-style-type: none"> · objects that can be looked at, eaten, smelled, felt, or played with · tokens, money, food, promotion, rewards, certificates <p>N.B. A social reinforcer must always be accompanied by a tangible reinforcer.</p>
3. Intrinsic reinforcers	<ul style="list-style-type: none"> · well-being obtained by virtue of the activity itself · satisfaction at having accomplished a task well · feelings of self-worth following success

In order for a reinforcer to be effective, the person awarding it must:

- use clear, brief and precise sentences;
- be honest and convincing so that the student feels that what is said and given is sincere;
- be consistent, maintain the same instructions and the same requirements in a given situation, as well as a certain consistency in his or her reactions to a given behaviour;
- adapt or select the reinforcer so that it is appropriate to the individual and the situation;
- vary reinforcers used so that the student does not become bored.

CHAPTER FIVE

CONSULTATION AND INFORMATION SHARING, AND THE SERVICE PROGRAM

Support measures for students with behavioural difficulties must be provided in cooperation with all parties involved. In this final chapter, we will discuss the motives for consultation and information sharing. Then, we will present the service program and the process leading to its development.

5.1 Consultation and Information Sharing

In the past few years there has been much talk of consultation and information sharing, the aim of which is to obtain a consensus among the parties involved on the steps necessary to attain common objectives in order to help the young person. Consultation and information sharing makes it possible to react more effectively to the growing number of problems in young people, the isolation of educators and shared responsibility. The objective is to create a system in which various helpers can provide the student with adequate and complementary support measures. There are several reasons for consultation and information sharing:

- To improve one's understanding of the problem and help define the general situation.
- To make a relevant assessment of the problem.
- To promote better-prepared means of effective intervention.
- To establish relationships that will provide support.
- To ensure continuity in support measures.
- To promote objectivity.
- To offer a better chance of success.

5.2 The Service Program

For young people who require support measures provided outside the school system, the **service program** is an effective means of promoting consultation and information sharing between school personnel and the outside resource.

Table 15 contains the definition, objectives, underlying values, guiding principles and criteria for the organization of the service program.

TABLE 15

The Service Program	
Definition	"The service program ensures that services and resources are planned and coordinated so as to satisfy the individual's needs by promoting the development of autonomy and integration into the community." ¹
Objectives	<ul style="list-style-type: none"> · To improve the accessibility, complementarity and continuity of services. · To ensure consistent and complementary support measures focusing on the needs of the individual and his or her environment.
Underlying Values	<ul style="list-style-type: none"> · Recognition of the individual's potential for satisfying his or her own needs; the individual and his or her parents live according to their values, experiences and resources. · Respect of the rights and responsibilities of the individual and his or her guardian; the individual is able to make decisions and agrees to help fulfil his or her own needs. · Recognition of the contribution of the natural environment (family, entourage, community resources) in the satisfaction of the individual's needs. · Respect for the specific nature of the various approaches to helping the individual and their integration: a multidisciplinary approach.²

¹A. Lapointe, *Plan de services individualisé en milieu scolaire* (Montréal: Centre de consultation psychologique et éducationnelle, 1989). (Translator's note: This citation is a free translation.)

²Comité interétablissement, *Cadre conceptuel : le plan de services individualisé* (Québec: région du Bas-Saint-Laurent, 1989).

Guiding Principles	<ul style="list-style-type: none"> · Focus on the needs expressed by the individual and evaluated by means of a biopsychosocial assessment. · Use of the individual's potential and strengths. · Agreement of the individual or his or her representative to adhere to the service program is required, except in particular legal contexts. · Respect for the choice of the individual or his or her representative to adhere to the proposals in the service program, except in particular legal contexts. · Participation of the individual or his or her representative in the development and implementation of the service program. · Commitment of the natural environment (family, school, entourage and community resources). · The commitment of various establishments, organizations and the educational community to the service program, respecting each party's specific role.
Criteria for Organization	<ul style="list-style-type: none"> · Each individual is unique and needs an individualized program. · The services must be flexible, that is, they must vary in time, form and intensity in order to respond to different needs. · The services offered ensure the continuation of the young person's development through learning based on his or her potential and that of his or her parents; also, these services promote personal and social autonomy. · Remaining in the natural family environment and in the regular school system is favoured, as is the use of community resources. · The services must be scientifically, personally and socially adequate.¹

Finally, Table 16 shows how to develop a service program.

¹J. Moreau, *Processus d'élaboration d'un plan de services et des plans d'intervention* (Québec: n.p., 1987).

TABLE 16

Developing a Service Program	
Preliminary Evaluation	<ul style="list-style-type: none"> · A preliminary evaluation must be made using relevant data to establish a profile of the individual's behaviour, discover his or her strengths and needs, and make it possible to confirm the need for a service program. <p>This evaluation includes physiological, psychological, family, educational, intellectual and social information.</p>
Developing the Service Program¹	<ol style="list-style-type: none"> 1. Participants: <ul style="list-style-type: none"> · Name the participants in the development of the individualized service program (ISP). 2. Specific context: <ul style="list-style-type: none"> · Define the particular eligibility requirements. 3. The individual's strengths and needs: <ul style="list-style-type: none"> · Clarify the initial request for services and plot the information received (evaluations). 4. Expected results, objectives: <ul style="list-style-type: none"> · Set common, concrete and measurable objectives. 5. Services and resources: <ul style="list-style-type: none"> · Determine the series of measures and intervention strategies most likely to help attain the expected results. · Identify family, community and public resources. 6. Responsibility: <ul style="list-style-type: none"> · Assign responsibility. · Appoint a coordinator. 7. Schedule and review: <ul style="list-style-type: none"> · Set dates and procedures for review in order to evaluate the degree of success with regard to the objectives and make necessary changes on the basis of an evaluation of the individual's needs.

¹Comité interétablissement.

CONCLUSION

ALEXANDER'S STORY

While reading this guide you may have tried to visualize practical applications of the various concepts; therefore, we present the story of a student with certain behavioural difficulties and relate it to the various themes covered in this document.

ALEXANDER'S STORY

CHAPTER	NOTES	DATA
<p>ONE</p> <p>Secondary-school students—adolescence</p>	<p>The Iowa multi-level model</p> <p>Stage 1 Support in class or at home</p>	<ul style="list-style-type: none"> • Alexander is 13 years old. He is in a Secondary II regular class. • His favourite activities are hockey, basketball and cycling. He likes to be with other young people and his parents feel that he is seldom at home. • Family relations are somewhat strained. Alexander considers his parents old-fashioned. Discussions regarding curfew, cleaning his bedroom and the way he dresses often deteriorate into conflicts. • The school principal telephoned his parents to inform them of two unaccounted absences. Alexander admitted to having spent the two days with his friends in the park. • A few support measures have been provided and agreements have been made (Chapter Four).
<p>TWO</p> <p>Students with behavioural difficulties</p>	<p>The Iowa multi-level model</p> <p>Stage 2 Activities preceding the request for official identification</p>	<p>Alexander's family and school situations are deteriorating:</p> <ul style="list-style-type: none"> • In class, despite acceptable academic results (general average of 70 percent), teachers note that Alexander is continually disturbing the class, talking, making others laugh, grumbling and being arrogant and impolite. • More than once the principal has met with him following a fight. He seems to be very impulsive. • Alexander is very verbally aggressive when he loses at sports. • At home, he threatens to run away because he can no longer tolerate all the rules and regulations. He wants his freedom. <p>Support measures are being continued, but adapted educational services have been requested (Chapters Three and Four).</p>

<p>THREE</p> <p>Intervention strategies</p>	<p>The IOWA multi-level model</p> <p>Stage 3 Study of the need for educational services that have been adapted</p>	<p>Alexander seems to have behavioural difficulties. Adapted educational services are requested. The team proceeds with a precise assessment of his situation (Chapters Two and Three). Various means may be used to make this assessment (e.g. analysis of the environment, observation checklists, interviews). Before providing more specialized support measures, the team must identify the problem: Is it academic? behavioural? psychological? social? physical? Throughout the evaluation process, Alexander and his parents must be consulted and participate actively.</p>
<p>FOUR</p> <p>Types of support measures</p>	<p>The IOWA multi-level model</p> <p>Stage 4 Choice of educational services</p> <p>Stage 5 Implementation and review of the chosen support measures</p>	<p>Educational services are proposed in order to improve Alexander's personal, family, academic and social situations. Various types of support measures are implemented by educators (parents, administrators, teachers and non-teaching personnel) (Chapter Four).</p> <p>For example:</p> <ul style="list-style-type: none"> · modification of an inappropriate behaviour (impoliteness) · conflict resolution (how not to choose fighting as a solution) · communication (discussing curfew hours in order to establish a compromise satisfactory to both parties) <p>An individualized education plan is developed. The various individuals concerned determine the needs of the student, set objectives, select appropriate support measures, assign responsibility for these measures, and set deadlines, criteria and dates for review.</p>
<p>FIVE</p> <p>Consultation and information sharing, and the service program</p>	<p>The IOWA multi-level model</p> <p>Stage 4 Choice of educational services</p> <p>Stage 5 Implementation and review of the chosen support measures</p>	<p>In Alexander's case, services are also requested from a social service centre. It seems necessary to provide the family with support measures other than those offered by the school. A service program is developed in order to improve the accessibility, complementarity and continuity of services, as well as to ensure consistent complementary support measures focusing on the needs of Alexander and his environment (Chapters Four and Five).</p>

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