

SCHOOL AND BEHAVIOUR

WORKSHOP IN INTERVENTION STRATEGIES AT THE SECONDARY-SCHOOL LEVEL



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Ministère de l'Éducation
Direction de l'adaptation scolaire et des services complémentaires

March 1994

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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

This workshop in intervention strategies at the secondary-school level is designed to accompany the document *School and Behaviour—Intervention Strategies at the Secondary-School Level*, whose general objective is to provide educators (principals, teachers and non-teaching professionals) with practical assistance in offering the appropriate educational services to secondary-school students with behavioural difficulties.

In the past few years, Québec's educational community has become increasingly aware of the specific needs of students with behavioural difficulties. A growing number of young people are also benefitting from student services related to their affective or social needs.

In light of this situation, the ministère de l'Éducation has developed the *School and Behaviour* series in order to assist educators.

Also in response to this concern and in order to help young people in an effective manner, while taking into account the importance of the task at hand and the lack of time available to educators in general, the authors are proposing a workshop as a more concrete version of the guide.

The workshop will allow all school personnel to become familiar with the document as a realistic reference guide.

The suggested activities are usually very concrete and allow the participants to adapt and enrich the content according to their needs and their particular professional experience.

GOAL AND OBJECTIVES OF THE WORKSHOP

Goal

To enable all secondary-school educators to use the document *School and Behaviour—Intervention Strategies at the Secondary-School Level*, developed by the Direction de l'adaptation scolaire et des services complémentaires.

Objectives

1. To review the current knowledge of adolescence, which is fundamental in understanding secondary-school students.
2. To deal with the matter of identifying students with behavioural difficulties.
3. To become aware of an intervention strategy based on an educational decision-making model and a process for developing individualized education plans.
4. To explore various types of support measures often used successfully with students with behavioural difficulties.
5. To become aware of the principles of the service program and of consultation and information sharing.

INTRODUCTION TO THE WORKSHOP

This workshop was designed for all secondary-school educators who wish to take advantage of a procedure and material to assist them in helping young people more effectively.

The content of this workshop leads to a better understanding of young people and of the concrete means of dealing with them.

The entire workshop lasts two days. Since the content is rather dense, it would perhaps be preferable to integrate several activities, thereby favouring their assimilation and review.

In this case, the workshop leader may select activities on the basis of the participants' needs, interests and availability. All the activities have therefore been designed as independent units.

HOW TO USE THIS DOCUMENT

This three-part document was designed for immediate use, in whole or in part, by workshop leaders conducting workshops for educators.

The first section includes activities for the participants; these activities are numbered. Each activity has a title, an objective and instructions.

Workshop leaders who wish to prepare their workshops have only to photocopy the activity sheets required, depending on the duration of the workshop.

The second section is intended for the workshop leader. It contains all the activities that appear in the first section, and uses the same numbers, titles and objectives. The instructions, however, are different, since they are intended for the workshop leader. It also contains additional material, such as answer sheets, resource sheets, transparencies and references.

Finally, the third section includes material intended for transparencies. Transparency numbers are referred to in the *Workshop Leader's Guide*.

INTRODUCTION TO ACTIVITIES

The following table lists all the workshop activities.

Each activity is accompanied by its number and its title. The third column indicates the section of *School and Behaviour—Intervention Strategies at the Secondary-School Level* to which each activity applies, so that workshop leaders may obtain additional information.

The activities indicated by an asterisk are more theoretical than practical.

Finally, in the two-day version of the workshop, Activities 1 to 10 are usually dealt with on Day 1, and Activities 11 to 23 on Day 2.

ACTIVITIES		
NUMBER	TITLE	SECTION
1	Adolescence	1
2	Definition of Behavioural Difficulties and Overactive and Underactive Behaviours	2.1
3	Kauffman's Typology (1989)	2.2
*4	Evaluation Methods and Objectives of Screening Instruments	2.3
5	The Iowa Multi-Level Model	3.1
*6	The Iowa Multi-Level Model and a Practical Procedure for Developing Individualized Education Plans (MEQ)	3.2, 3.3
7	A Stimulating Educational Environment and a Behaviour Code	4.1.1
8	Teamwork	4.1.2
*9	Maslow's Hierarchy of Needs	4.1.3
10	Support Measures	4.1.4
11	Communication	4.1.5
*12	Systematic Behavioural Observation	4.1.6
13	Setting Objectives	4.1.7
14	The Helping Relationship	4.1.8
15	Instructional Interaction	4.2.1
16	Reality Therapy	4.2.2
17	Redl and Wineman's Intervention Techniques	4.2.3
18	Conflict Resolution (Assertiveness and Cooperation)	4.2.4
*19	Behaviour Modification	4.2.5
20	Reinforcers	4.2.6
21	Consultation and Information Sharing	5.1
*22	The Service Program	5.2
*23	Developing a Service Program	5.2

SCHOOL AND BEHAVIOUR

**WORKSHOP IN INTERVENTION STRATEGIES
AT THE SECONDARY-SCHOOL LEVEL**

PART ONE

PARTICIPANT'S GUIDE

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Direction de l'adaptation scolaire et des services complémentaires

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* Activities accompanied by an asterisk are theoretical in nature.

ACTIVITY 1

Title: Adolescence

Objective: To remember your adolescence.

Instructions: On the basis of what you remember about adolescence, complete the following sentences:

A Physically, I look like _____

B I like to wear _____

C I'm labelled as _____

D My favourite music is _____

E I like to read _____

F I like to talk about _____

G My parents are _____

H School is _____

I Authority is _____

J Friends are _____

K The most important thing in my life is _____

L I like _____

M I hate _____

N I think mostly about _____

O I've already done _____

P I've already tried _____

Q I used to think that _____

R My favourite activities are _____

S The best thing I ever did was _____

T The biggest mistake I ever made was _____

U I see myself as _____

ACTIVITY 2

Title: Definition of Behavioural Difficulties and Overactive and Underactive Behaviours

Objective: To become aware of the definition of students with behavioural difficulties adopted by the ministère de l'Éducation in its directives to the school boards.

Instructions: In groups, insert the missing words in the definition of behavioural difficulties adopted by the ministère de l'Éducation.

Definition of Behavioural Difficulties Adopted by the Ministère de l'Éducation in Its Directives to the School Boards

A student is deemed to have _____ when a **psychosocial** _____, ¹ carried out by _____ **personnel**² in _____ with other concerned _____³ relying on _____ **and** _____ **analysis**⁴ techniques, shows that he or she has an _____ to adapt, manifested by significant _____ in _____ with _____ or _____ elements that make up his or her _____, family or school _____.

These difficulties may involve:

- **overactive behaviour in relation to environmental stimuli** (e.g.

_____);

- **underactive behaviour in relation to environmental stimuli** (e.g.

_____).

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

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

1. "Behavioural" or "psychosocial _____" focuses on the student's behaviour in relation to the school and social environments.

2. "_____ personnel" means psychologists, psychoéducateurs and professionals with similar training. (Translator'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.)

3. "Other concerned _____" are the student's teachers and parents, and the school administrators.

4. "_____ and _____ analysis techniques" consist of observation checklists, behaviour rating scales, sociometric surveys, structured interviews and standardized psychometric tests.

Objective: Name the two major types of behaviour and list their characteristics.

Instructions: Read the following text, then form groups of two or three to find the five missing terms.

Overactive and Underactive Behaviours¹
<p>Overactive behaviour: is characterized by disruptive activity, often in the form of hostility, inattentiveness or hyperactivity.</p> <p>_____ students adopt unfriendly behaviour, marked by verbal or physical aggression.</p> <p>_____ students have difficulty anticipating the consequences of their actions, often act without thinking and exhibit rather uninhibited behaviour.</p> <p>Impulsiveness and inattentiveness often appear in the same individual and hinder academic learning and social adjustment.</p> <p>Underactive behaviour: is characterized by _____, _____ and _____.</p> <p>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 at school, despite the seriousness of their adjustment difficulties.</p>

¹The distinction between overactive and underactive students is most apparent in young children.

ACTIVITY 3

Title: Kauffman's Typology (1989)

Objective: To become familiar with the various behavioural characteristics observed in secondary-school students.

Instructions: In groups, read the characteristics and select the correct label for each one.

Key: ■ overactive
 underactive
 overactive or underactive

Kauffman's Typology (1989)¹	
Types of Behavioural Difficulties	Behavioural Characteristics Observable in Secondary-School Students
1. Hyperactivity and related difficulties	<input type="checkbox"/> high incidence of disruptive behaviour beyond the young person's control <input type="checkbox"/> distraction (attention problems) <input type="checkbox"/> impulsiveness (acting without thinking) <input type="checkbox"/> behaviour that differs in frequency and intensity from "normal" behaviour
2. Obvious behavioural difficulties	<input type="checkbox"/> persistent antisocial behaviour that prevents young people from functioning normally in everyday life <input type="checkbox"/> openly aggressive or hostile behaviour, such as hurting others or directly defying the teacher's authority
3. Hidden behavioural difficulties	<input type="checkbox"/> theft, lying, arson and vagrancy <input type="checkbox"/> refusal to conform <input type="checkbox"/> school-related problems (absenteeism, expulsion, academic failure and lack of discipline) <input type="checkbox"/> more frequent disruptive behaviour at an age when most young people have become less aggressive

¹These categories are not mutually exclusive. Students often exhibit behaviour characteristic of several types.

- Key: ■ overactive
 □ underactive
 ☒ overactive or underactive

Kauffman's Typology (1989)	
Types of Behavioural Difficulties	Behavioural Characteristics Observable in Secondary-School Students
4. Juvenile delinquency and drug use	<input type="checkbox"/> intentional use of drugs to induce physiological or psychological effects
5. Behavioural difficulties related to anxiety, isolation and other problems	<input type="checkbox"/> problems of introversion <input type="checkbox"/> behaviours associated with anxiety or isolation (e.g. feelings of inferiority, exaggerated self-concern, shyness, fear, hypersensitivity) <input type="checkbox"/> inability to establish mutually satisfying social relationships <input type="checkbox"/> unfounded fears <input type="checkbox"/> phobias <input type="checkbox"/> obsessions (repetitive thoughts) <input type="checkbox"/> compulsions (repetitive actions) <input type="checkbox"/> extreme aversion to speaking, known as elective mutism <input type="checkbox"/> anorexia (self-starvation) <input type="checkbox"/> bulimia (eating excessively and then purging) <input type="checkbox"/> merycism (rumination) <input type="checkbox"/> sexual problems (masturbation in public and disturbed sense of sexual identity) <input type="checkbox"/> stereotyped movements (tics)
6. Depression and suicidal behaviour	<input type="checkbox"/> depressed mood <input type="checkbox"/> loss of interest in productive activities <input type="checkbox"/> behavioural difficulties resulting in aggression, theft and social isolation <input type="checkbox"/> attempted suicide <input type="checkbox"/> despair
7. Psychotic behaviour	<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> <input type="checkbox"/> distorted perception of the self and the environment <input type="checkbox"/> seriously deviant behaviour (e.g. autistic isolation, excessive self-stimulation and self-mutilation)

ACTIVITY 4*

Title: Evaluation Methods and Objectives of Screening Instruments

Objectives: To describe the two evaluation methods frequently used to objectify observations and to ensure more precise results.
To specify some objectives of screening instruments.

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 resources to use

Some Objectives of Screening Instruments
<ol style="list-style-type: none">1. To more objectively identify students with severe adjustment difficulties.2. To determine the intensity, frequency, persistence and context of the inappropriate behaviours.3. To identify the students' difficulties in their particular environment and the behaviours that hinder their learning and socialization.

ACTIVITY 5

Title: The Iowa Multi-Level Model

Objective: To become familiar with the Iowa multi-level model.

Instructions: Match each stage with its description.

The Iowa Multi-Level Model	
STAGE 1	Support in class or at home
STAGE 2	Activities preceding the request for official identification
STAGE 3	Study of the need for educational services that have been adapted
STAGE 4	Choice of educational services
STAGE 5	Implementation and review of the chosen support measures

<p>STAGE</p>	<p>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. 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 evaluations.</p>
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<p>STAGE</p>	<p>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.</p>
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STAGE	<p>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.</p>
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STAGE	<p>Once the young person's needs and difficulties have been clearly defined, adapted educational services are offered. These services may consist of an individualized learning program, a behaviour modification program, or support or supervision services.</p>
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STAGE	<p>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 official use of the resources normally available in the school, such as the psychologist, psychoéducateur or social worker. The teacher assumes responsibility for all assistance provided. 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 behaviour, competitive activities, a home-school communication sheet, modification of schedule of activities).</p>
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ACTIVITY 6*

Title: The Iowa Multi-Level Model and a Practical Procedure for Developing Individualized Education Plans (MEQ)

Objectives: To draw a parallel between the Iowa model and the practical procedure for developing individualized education plans proposed by the ministère de l'Éducation.
 To understand the importance of consultation and information sharing in the development of individualized education plans.

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

ACTIVITY 7

Title: A Stimulating Educational Environment and a Behaviour Code

Objective: To review the factors that must be taken into account when establishing the school's behaviour code and ensuring that it is respected by everyone.

Instructions: Using the following illustrations, name and briefly describe four factors that must be taken into account when establishing the school's behaviour code and ensuring that it is respected by everyone.

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



ACTIVITY 9*

Title: Maslow's Hierarchy of Needs

Objective: To review the needs of every human being and become aware of the means used to help students fulfil them.

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 clearly defined 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.

ACTIVITY 10

Title: Support Measures

Objective: To review various support measures.

Instructions: In groups, describe the following support measure.

1. Tutoring or Personalized Assistance

<p>Definition</p> <p>A teacher acts as a tutor when he or she takes professional and personal responsibility for a student.</p>
<p>Task or Role of Tutor</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Objectives</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Instructions: In groups, describe the following support measure.

2. The School Agenda

Definition The school agenda is a journal containing all school-related information.
Contents <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Objectives <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Instructions: In groups, describe the following support measure.

3. The Progress Sheet

<p>Definition</p> <p>The progress sheet is an effective and popular method of monitoring learning and behaviour in school.</p>
<p>Contents</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Objectives</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Instructions: In groups, describe the following support measure.

4. Instructional Support Measures

<p>Definition</p> <p>Instructional support measures such as free-flow and remedial work are services that the school can offer to students with periodic or regular learning difficulties.</p>
<p>Target Population</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Objectives</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Instructions: In groups, describe the following support measure.

5. Study Hours

<p>Definition</p> <p>Some schools offer students the opportunity to stay in school after regular class hours to study or do homework under supervision.</p>
<p>Target Population</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Objectives</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Instructions: In groups, describe the following support measure.

6. The Multidisciplinary Team

Definition A multidisciplinary team or committee comprises various educators.
Educators <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Objectives <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

ACTIVITY 11

Title: Communication

Objective: To review the principles promoting good communication and useful exchanges of ideas.

Instructions: In groups, match the titles, descriptions and illustrations in the following table. Indicate the corresponding letters and numbers.

Principles That Promote Good Communication and Effective Exchanges of Ideas			
SERIES A			
No.	Titles	Descriptions (A to J)	Illustrations (1 to 10)
1	Take the time		
2	Make contact		
3	Pay attention to the students		
4	Be prepared to listen		
5	Be open to change		
6	Take value differences into account		
7	Be prepared to make compromises		
8	Respect both the student and yourself		
9	Be prepared not to know everything about the student		
10	Have confidence in values learned at home and in school		
SERIES B			
No.	Titles	Descriptions (K to S)	Illustrations (11 to 19)
11	Choose the right time and place		
12	Encourage the students to express themselves		
13	Demonstrate affection		
14	Discuss ideas rather than argue		
15	Ensure mutual understanding		
16	Avoid certain attitudes		
17	Understand how the students' behaviour affects you		
18	Talk about conflict situations		
19	Maintain contact		

ACTIVITY 12*

Title: Systematic Behavioural Observation

Objective: To become aware of the goals of systematic behavioural observation, the steps involved and the methods used.

Systematic Behavioural Observation	
GOALS	<ol style="list-style-type: none"> 1. To objectify judgment. 2. To suggest solutions. 3. To support requests for the adaptation of 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	<ol style="list-style-type: none"> 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.

ACTIVITY 13

Title: Setting Objectives

Objective: To become familiar with the criteria for setting objectives.

Instructions: Describe the objectives on the following pages using these adjectives:

- **measurable**
- **feasible**
- **clear**
- **stimulating**
- **desirable**
- **controllable**
- **attainable**
- **understandable**

1. A _____ objective

The objective must be something that the student wishes to attain; willingness is essential in changing a way of being and living.

Example: Mark often misses class. He would like to remedy the situation, since his parents give him trouble when they receive absence reports. He does not know how to go about changing his behaviour.

2. An _____ objective

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

Example: Mark understands that he is expected to attend all his classes. It is his role as a student, and he considers the rule reasonable.

3. A _____ objective

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

Example: Mark knows that he is able to attend all his classes. Nothing is stopping him.

4. An _____ objective (according to the teacher)

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

Example: The teacher is certain that Mark has no reason for missing class.

5. A _____ objective

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

Example: Mark's instructions are clear: he is to attend all of his classes. Only absences justified by a doctor's note will be tolerated.

6. A _____ objective

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

Example: Mark carries an attendance sheet that his teachers initial when he is present.

7. A _____ objective

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

Example: Mark is not dependent on anyone to bring him to his classes. It is his decision to attend or not.

8. A _____ objective

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

Example: Mark is encouraged by the fact that if he attends all (or almost all) of his classes his parents will stop receiving absence reports (or receive fewer). Also, some teachers have shown Mark that they appreciate his presence.

ACTIVITY 14

Title: The Helping Relationship

Objective: To understand the meaning of a helping relationship.

Instructions: Note the key words in the explanation of the helping relationship.

The Helping Relationship	
MOTIVATION	
OBJECTIVES	
ADDITIONAL RESOURCES	
EDUCATIONAL ATTITUDES	

Objective: To simulate a helping relationship.

Instructions: Form pairs to simulate a helping relationship using the following procedure.

Useful Skills in a Helping Relationship	
SKILLS	SCENARIO
<p>1. Start a conversation with a:</p> <ul style="list-style-type: none"> · greeting · smile · introduction 	
<p>2. Listen attentively and actively using:</p> <ul style="list-style-type: none"> · eye contact · approval · expression · two-way conversation 	
<p>3. Pay attention to what the person is saying and doing by:</p> <ul style="list-style-type: none"> · making comments · observing non-verbal messages · showing interest in the discussion through active participation 	
<p>4. Know how to ask open questions.</p> <ul style="list-style-type: none"> · "How are you?" · "Are you feeling well?" <p>Know how to ask well-directed questions.</p> <ul style="list-style-type: none"> · "Is your cold gone?" · "Have you gone back to work?" 	
<p>5. Summarize the conversation.</p> <ul style="list-style-type: none"> · Emphasize the important elements of your meeting with the young person. · Summarize the discussion and ensure that both of you understand what took place. 	

ACTIVITY 15

Title: Instructional Interaction

Objective: To become familiar with the stages of instructional interaction.

Instructions: Work together to create a simple instructional interaction scenario following the steps outlined below.

Express affection
Compliment work well done
Describe inappropriate behaviour
Describe expected behaviour
Give a rational explanation of appropriate behaviour
Describe the immediate consequences
Verify the students' understanding
Have the students practise appropriate behaviour
Give the students feedback
Show approval

ACTIVITY 16

Title: Reality Therapy

Objective: To become familiar with the steps involved in reality therapy.

Instructions: Arrange the steps involved in reality therapy in a logical order.

Step FOCUS ON THE STUDENT'S BEHAVIOUR

During a problem situation, the educator focuses on the student's current behaviour, that is, on what the student has actually done and what is possible and easiest to modify. Emotions are not entirely disregarded, but described as consequences of the behaviour.

Step ALLOW THE STUDENT TO FACE THE CONSEQUENCES

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

Step REQUEST THE STUDENT'S COMMITMENT

The student agrees to try a new behaviour. The educator ensures 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 CHOOSE A SATISFACTORY BEHAVIOUR
OR A PLAN OF ACTION

This step consists in establishing a plan of action. Young people often have very good ideas. The student should be asked to repeat the plan decided upon so as to assimilate it.

Step PERSEVERE

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

Step ESTABLISH A RELATIONSHIP

This is the most important step; in fact, it is essential. It consists in establishing a meaningful relationship with the student. The educator must show an interest in the student. The young person, feeling a helpful presence, may find it easier to reflect upon his or her behaviours and accept assistance.

Step 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. If the student fails, the educator should not ask why, since that would constitute an opportunity for excuses, which must not be accepted. The educator should suggest a new plan or a renewed attempt at the same plan.

Step HAVE THE STUDENT EVALUATE HIS OR HER
BEHAVIOUR

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

ACTIVITY 17

Title: Redl and Wineman's Intervention Techniques

Educators must be familiar with these techniques, not so that they may hide behind them, but in order to use them as a means of creating relationships between the young person, his or her environment and the educator.¹

Objective: To review the intervention techniques proposed by Redl and Wineman.

Instructions: As a group, list various means of intervention.

1.
2.
3.
4.
5.
6.
7.

¹Gilles Gendreau, *L'intervention psychoéducative* (Paris: Éditions Fleurus, 1978) 55.
(Translator's note: This citation is a free translation.)

8.
9.
10.
11.
12.
13.
14.
15.
16.
17.

In order for these techniques to be effective, educators must observe the situation closely, correctly decipher the facts and understand the situation, and use one or several intervention techniques that they feel comfortable with. Finally, educators should avoid confrontation and stubbornness and, most importantly, accept their own emotions and feelings when dealing with young people.

ACTIVITY 18

Title: Conflict Resolution (Assertiveness and Cooperation)

Objective: To become adept at using the conflict-solving method (assertiveness and cooperation).

Instructions: Read the following text.

Tony and Jean, both 14, steal cigarettes from the corner store and bring their booty to school. They sell most of their cigarettes to Patrick, 15, but they sell to other students as well.

Acting on information provided by a supervisor who questions the three young people's behaviour, the principal and psychoéducateur search the students' lockers with the students present.

Forty-six packages of cigarettes are found: 35 in Jean's locker, 10 in Tony's and one open package in Patrick's.

Jean and Tony admit to their guilt and accuse Patrick of being an accomplice (buyer and distributor). Patrick admits to being aware of the "black-market" activity, but denies any involvement.

Instructions: In groups, use the following method to resolve the conflict described on the preceding page.

The educator must help the student identify the following elements:

1. People and objects involved	2. Roles of the various people and objects
---------------------------------------	---

3. Consequences of the situation

With this method (assertiveness and cooperation), it is essential that each person express his or her needs and consider the needs of others.

<p>4. Various possible solutions</p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> <p>E.</p>

<p>5.1 Advantages of various solutions</p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> <p>E.</p>	<p>5.2 Disadvantages of various solutions</p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> <p>E.</p>
---	--

Together, they find a solution satisfactory to everyone. The conflict is truly resolved; the problem is solved at the source, since actual needs were defined. Also, each participant is motivated to apply the solution chosen by consensus.

6. Best solution

In the short as well as the long term, this conflict-solving approach is doubly effective, since it makes it possible not only to find a solution acceptable to all parties, but also to consolidate the relationship through a mutually satisfying experience.

ACTIVITY 19*

Title: Behaviour Modification

Objective: To review three behaviour modification techniques that are effective with adolescents.

FIRST TECHNIQUE

SELECTIVE ATTENTION

- Selective attention is a simple technique and should be used first. It involves:
 - 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).
- N.B.:
 - The teacher's attention must be important to the student.
 - The deviant behaviour may become more frequent at first.

SECOND TECHNIQUE

SCHEDULE OF REWARD

A. Three rules should be followed:

- a) Take into account actions rather than feelings.
- b) Apply this technique to specific actions.
- c) Give rewards less frequently as behaviour improves.

B. Three lists of behaviours must be drawn up:

- a) behaviours you approve of and that you wish to see continue
- b) those that you would like to see become less frequent or intense
- c) those that you would like to see become more frequent or intense

C. There are three types of positive reinforcers:

- a) social reinforcers
- b) intrinsic reinforcers
- c) tangible reinforcers

It may be helpful to make a list of people, places, objects and activities that may be used as positive reinforcers for the student.

THIRD TECHNIQUE

BEHAVIOURAL CONTRACTING

A. There are five steps involved:

- 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.

B. Six points should be remembered:

- 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.

ACTIVITY 20

Title: Reinforcers

Objective: To review the definition and usefulness of reinforcers.

Definition

Consequence of a behaviour, whose effect is to increase the probability that the behaviour will be repeated.

Purpose

To encourage the maintenance or adoption of a social or academic behaviour deemed satisfactory and appropriate.

Important

In psychology, reinforcement is defined as the process, the reinforcer being the object or consequence of a behaviour.

If we first attempt to reinforce academic behaviour, the student may experience success, and therefore reduce the frequency or intensity of his or her inadequate social behaviours.

Objective: To recognize the three categories of reinforcers.

Instructions: Identify the following reinforcers as **social (S)**, **tangible (T)** or **intrinsic (I)**.

	Reinforcers that must be varied so that the student does not tire of receiving the same reward
	Well-being obtained by virtue of the activity itself
	Congratulations, approval, signs of affection or attention
	Reinforcers related to the student's work, behaviour or accomplishments
	Tokens, money, food, promotion, rewards, certificates
	Non-verbal messages: smile, wink, friendly gesture
	Satisfaction at having accomplished a task, feelings of self-worth or self-esteem following success
	Objects that can be looked at, eaten, smelled, felt, or played with
	Reinforcers that must be given immediately
	Verbal messages: "Congratulations!" "Great!" "Keep it up!"

ACTIVITY 21

Title: Consultation and Information Sharing

Objectives: To participate in consultation and information sharing.
To list regional resources.

Instructions: In groups, list the main difficulties in the case study assigned to you and suggest resources able to provide the appropriate services. Also, using the telephone book, list the address and telephone number of each resource.

<p>CASE</p>	<p>MAIN DIFFICULTIES</p>
<p>RESOURCES (NAMES, ADDRESSES AND TELEPHONE NUMBERS)</p>	

ACTIVITY 22*

Title: The Service Program

Objective: To become aware of what a service program is.

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 for 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).

<p>Guiding Principles</p>	<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.
<p>Criteria for Organization</p>	<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

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

ACTIVITY 23*

Title: Developing a Service Program

Objective: To become familiar with the development of service programs.

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. This evaluation includes physiological, psychological, family, educational, intellectual and social information.
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.

INDIVIDUALIZED SERVICE PROGRAM (ISP)

STUDENT
Name:
Date of birth:
Address:
Tel.:

PARENT OR GUARDIAN
Name:
Address:
Tel.:
Relationship with subject:

SPECIFIC CONTEXT

ASPECTS	STRENGTHS	NEEDS	OBJECTIVES	REQUIRED SERVICES	PERSON RESPONSIBLE	TIMETABLE
Physiological-intellectual <ul style="list-style-type: none"> · physical well-being · personal care · material organization · judgment · understanding · spatial orientation · other 						
Psychological <ul style="list-style-type: none"> · mental health · communication · personality traits · identity · other 						
Social <ul style="list-style-type: none"> · environment · socialization · interpersonal relationships · other 						
Academic <ul style="list-style-type: none"> · academic achievement · classification · subjects · other 						

COORDINATOR
Name:
Address:
Tel.:
Position:
School (if applicable):
ISP review date:

PARTICIPANTS' SIGNATURES			
Name	Position	School	Telephone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SCHOOL AND BEHAVIOUR

**WORKSHOP
IN INTERVENTION STRATEGIES
AT THE SECONDARY-SCHOOL LEVEL**

PART TWO

WORKSHOP LEADER'S GUIDE

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* Activities accompanied by an asterisk are theoretical in nature.

** Numbers in parentheses indicate corresponding pages in the *Participant's Guide*.

ACTIVITY 1

Title: Adolescence

Objective: To remember your adolescence.

Instructions: To help the participants understand life as an adolescent, present the following situation: a time machine allows you to return to the age of 15. Complete the following sentences:

- A Physically, I look like _____
- B I like to wear _____
- C I'm labelled as _____
- D My favourite music is _____
- E I like to read _____
- F I like to talk about _____
- G My parents are _____
- H School is _____
- I Authority is _____
- J Friends are _____
- K The most important thing in my life is _____
- L I like _____
- M I hate _____
- N I think mostly about _____
- O I've already done _____
- P I've already tried _____
- Q I used to think that _____
- R My favourite activities are _____
- S The best thing I ever did was _____
- T The biggest mistake I ever made was _____
- U I see myself as _____

Note: Because these answers are personal in nature, there is no answer sheet. The difference between a "normal" adolescent and an adolescent identified as having behavioural difficulties resides in the intensity, frequency, duration and aggressive nature of inappropriate behaviours.

ACTIVITY 2

Title: Definition of Behavioural Difficulties and Overactive and Underactive Behaviours

Objective: To become aware of the definition of students with behavioural difficulties adopted by the ministère de l'Éducation in its directives to the school boards.

Instructions: Ask the participants, in groups, to insert the missing words in the definition of behavioural difficulties adopted by the ministère de l'Éducation.

Definition of Behavioural Difficulties Adopted by the Ministère de l'Éducation in Its Directives to the School Boards¹

A student is deemed to have behavioural difficulties when a psychosocial assessment,² carried out by qualified personnel³ in conjunction with other concerned individuals⁴ relying on observation and systematic analysis⁵ 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.

Material: Transparencies 1 and 2

1. Québec, 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.
2. "Behavioural" or "psychosocial assessment" focuses on the student's behaviour in relation to the school and social environments.
3. "Qualified personnel" means psychologists, psychoéducateurs and professionals with similar training. (Translator'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.)
4. "Other concerned individuals" are the student's teachers and parents, and the school administrators.
5. "Observation and systematic analysis techniques" consist of observation checklists, behaviour rating scales, sociometric surveys, structured interviews and standardized psychometric tests.

Objective: Name the two major types of behaviour and list their characteristics.

Instructions: After the participants have read the following text, have them form groups of two or three and find the five missing terms.

Overactive and Underactive Behaviours¹

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 at school, despite the seriousness of their adjustment difficulties.

Material: Transparency 3

¹The distinction between overactive and underactive students is most apparent in young children.

ACTIVITY 3

Title: Kauffman's Typology (1989)

Objective: To become familiar with the various behavioural characteristics observed in secondary-school students.

Instructions: Ask the participants, in groups, to read the characteristics and select the correct label for each one. It is not necessary to correct the exercise, since the aim of the activity is to make the participants aware of the various characteristics.

Key: ■ overactive
 underactive
 overactive or underactive

Kauffman's Typology (1989)¹	
Types of Behavioural Difficulties	Behavioural Characteristics Observable in Secondary-School Students
1. Hyperactivity and related difficulties	<input type="checkbox"/> high incidence of disruptive behaviour beyond the young person's control <input type="checkbox"/> distraction (attention problems) <input type="checkbox"/> impulsiveness (acting without thinking) <input type="checkbox"/> behaviour that differs in frequency and intensity from "normal" behaviour
2. Obvious behavioural difficulties	<input type="checkbox"/> persistent antisocial behaviour that prevents young people from functioning normally in everyday life <input type="checkbox"/> openly aggressive or hostile behaviour, such as hurting others or directly defying the teacher's authority
3. Hidden behavioural difficulties	<input type="checkbox"/> theft, lying, arson and vagrancy <input type="checkbox"/> refusal to conform <input type="checkbox"/> school-related problems (absenteeism, expulsion, academic failure and lack of discipline) <input type="checkbox"/> more frequent disruptive behaviour at an age when most young people have become less aggressive

¹These categories are not mutually exclusive. Students often exhibit behaviour characteristic of several types.

- Key: ■ overactive
 □ underactive
 ☒ overactive or underactive

Kauffman's Typology (1989)	
Types of Behavioural Difficulties	Behavioural Characteristics Observable in Secondary-School Students
4. Juvenile delinquency and drug use	<input type="checkbox"/> intentional use of drugs to induce physiological or psychological effects
5. Behavioural difficulties related to anxiety, isolation and other problems	<input type="checkbox"/> problems of introversion <input type="checkbox"/> behaviours associated with anxiety or isolation (e.g. feelings of inferiority, exaggerated self-concern, shyness, fear, hypersensitivity) <input type="checkbox"/> inability to establish mutually satisfying social relationships <input type="checkbox"/> unfounded fears <input type="checkbox"/> phobias <input type="checkbox"/> obsessions (repetitive thoughts) <input type="checkbox"/> compulsions (repetitive actions) <input type="checkbox"/> extreme aversion to speaking, known as elective mutism <input type="checkbox"/> anorexia (self-starvation) <input type="checkbox"/> bulimia (eating excessively and then purging) <input type="checkbox"/> merycism (rumination) <input type="checkbox"/> sexual problems (masturbation in public and disturbed sense of sexual identity) <input type="checkbox"/> stereotyped movements (tics)
6. Depression and suicidal behaviour	<input type="checkbox"/> depressed mood <input type="checkbox"/> loss of interest in productive activities <input type="checkbox"/> behavioural difficulties resulting in aggression, theft and social isolation <input type="checkbox"/> attempted suicide <input type="checkbox"/> despair
7. Psychotic behaviour	<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> <input type="checkbox"/> distorted perception of the self and the environment <input type="checkbox"/> seriously deviant behaviour (e.g. autistic isolation, excessive self-stimulation and self-mutilation)

ACTIVITY 4*

Title: Evaluation Methods and Objectives of Screening Instruments

Objectives: To describe the two evaluation methods frequently used to objectify observations and to ensure more precise results.
To specify some objectives of screening instruments.

Instructions: Present the two types of evaluation methods as well as some objectives of screening instruments.

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 resources to use

Point out that a guide, *School and Behaviour—Systematic Behavioural Observation* (Code 16-1585-02A) and a video on systematic observation were made available by the ministère de l'Éducation in 1992.

Some Objectives of Screening Instruments
<ol style="list-style-type: none"> 1. To more objectively identify students with severe adjustment difficulties. 2. To determine the intensity, frequency, persistence and context of the inappropriate behaviours. 3. To identify the students' difficulties in their particular environment and the behaviours that hinder their learning and socialization.

For additional information, suggest the following reference: Québec, 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).

ACTIVITY 5

Title: The Iowa Multi-Level Model

Objective: To become familiar with the Iowa multi-level model.

Instructions: Project Transparencies 4 to 8 and ask the participants to match each stage with its description. Verify the answers.

The Iowa Multi-Level Model	
STAGE 1	Support in class or at home
STAGE 2	Activities preceding the request for official identification
STAGE 3	Study of the need for educational services that have been adapted
STAGE 4	Choice of educational services
STAGE 5	Implementation and review of the chosen support measures

Material: Transparencies 4-8

<p>STAGE 3</p> <p>Study of the need for educational services that have been adapted</p>	<p>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. 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 evaluations.</p>
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<p>STAGE 5</p> <p>Implementation and review of the chosen support measures</p>	<p>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.</p>
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<p>STAGE 1</p> <p>Support in class or at home</p>	<p>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.</p>
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<p>STAGE 4</p> <p>Choice of educational services</p>	<p>Once the young person's needs and difficulties have been clearly defined, adapted educational services are offered. These services may consist of an individualized learning program, a behaviour modification program, or support or supervision services.</p>
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<p>STAGE 2</p> <p>Activities preceding the request for official identification</p>	<p>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 official use of the resources normally available in the school, such as the psychologist, psychoéducateur or social worker. The teacher assumes responsibility for all assistance provided.</p> <p>Parents are asked to become even more involved, since they are partners in the search for solutions.</p> <p>Various types of support measures are recommended (e.g. a written agreement with the student specifying expectations and appropriate behaviour, competitive activities, a home-school communication sheet, modification of schedule of activities).</p>
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ACTIVITY 6*

Title: The Iowa Multi-Level Model and a Practical Procedure for Developing Individualized Education Plans (MEQ)

Objectives: To draw a parallel between the Iowa model and the practical procedure for developing individualized education plans proposed by the ministère de l'Éducation.
To understand the importance of consultation and information sharing in the development of individualized education plans.

Instructions: Draw a parallel between the Iowa model and the practical procedure for developing individualized education plans proposed by the ministère de l'Éducation. If necessary, provide additional information from the 1993 MEQ document entitled *A Reference Guide for Developing Individualized Education Plans for Students with Handicaps or Learning or Adjustment Difficulties*. The procedure for developing individualized education plans is essentially a flexible procedure based on teamwork. Consultation and information sharing among team members, including the student himself or herself and his or her parents, should be emphasized.

The Iowa Multi-Level Model	A Practical Procedure 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 procedure for developing individualized education plans. 1. Identification <ul style="list-style-type: none"> · <i>greater awareness of the student's situation</i> · <i>identification of persons potentially of help to the student</i> · <i>definition of a common view of the problem</i>
4. Choice of educational services	2. Involvement (decision making) <ul style="list-style-type: none"> · <i>specification of common goals</i> · <i>decisions regarding means to be employed</i> · <i>decisions regarding the roles and responsibilities of all persons involved</i>
5. Implementation and review of the chosen support measures	3. Action <ul style="list-style-type: none"> · <i>accomplishment of the work as planned</i> · <i>coordination of team efforts</i> 4. Evaluation <ul style="list-style-type: none"> · <i>readjustment of the intervention strategy</i> · <i>evaluation of procedure</i>

Material: Transparency 9

ACTIVITY 7

Title: A Stimulating Educational Environment and a Behaviour Code

Objective: To review the factors that must be taken into account when establishing the school's behaviour code and ensuring that it is respected by everyone.

Instructions: Ask the participants to name and briefly describe four factors that must be taken into account when establishing the school's behaviour code and ensuring that it is respected by everyone.

This activity can be carried out individually, in pairs or in groups, using the four illustrations provided.

After having reviewed the exercise with the group, you may provide additional information on the criteria for a good behaviour code and the characteristics of a healthy and consistent environment.

Material: Transparency 10; Resource Sheets 7.1 and 7.2

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

	<p>1. Agreement on appropriate and inappropriate behaviour</p> <p>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.</p>
	<p>2. Application of the code</p> <p>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.</p>
	<p>3. The ability to give constructive criticism of oneself and others</p> <p>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.</p> <p>The rules established should be rationally and concretely justifiable to the students.</p>
	<p>4. Encouragement of initiative</p> <p>It is important to encourage the members of the ad hoc committee in their actions and initiative.</p>

RESOURCE SHEET 7.1

A GOOD BEHAVIOUR CODE:

1. Conforms to the goals of Québec's educational community.
2. Reflects the favourable climate that the school wishes to establish as well as the expectations and needs of everyone involved.
3. Is established collectively and is revised regularly by parents, students and school personnel.
4. Conforms to current laws, including the human rights charters.
5. Is easy to understand.
6. Favours reasonable expectations as well as legitimate and necessary objectives.
7. Is equitable and non-discriminatory with regard to behavioural standards as well as measures taken to ensure that these standards are met.
8. States students' rights as well as their responsibilities.
9. Gives an idea of what is expected of parents with respect to discipline in school.
10. Clearly states realistic and appropriate consequences that may be applied if the code is not respected.

RESOURCE SHEET 7.2

CHARACTERISTICS OF A HEALTHY AND CONSISTENT ENVIRONMENT

- 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)

ACTIVITY 8

Title: Teamwork

Objective: To become aware of the qualities of a dynamic team.

Instructions: After having briefly described teamwork, ask the participants to form groups in order to determine the qualities of a good team.
After review, present the qualities listed in *Intervention Strategies at the Secondary-School Level* using Transparency 11.

Material: Transparency 11

ACTIVITY 9*

Title: Maslow's Hierarchy of Needs

Objective: To review the needs of every human being and become aware of the means used to help students fulfil them.

Instructions: Summarize Maslow's hierarchy of needs.
If you have time, suggest that the participants form groups in order to determine means by which students may fulfil their school-related needs.

Material: Transparency 12

ACTIVITY 10

Title: Support Measures

Objective: To review various support measures.

Instructions: Ask the participants, in groups, to describe a support measure.

Support measures include:

1. Tutoring or personalized assistance
2. The school agenda
3. The progress sheet
4. Instructional support measures
5. Study hours
6. The multidisciplinary team

Listen to and complete each group's answer.

1. Tutoring or Personalized Assistance

Definition

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

Task or Role of Tutor

The tutor's role is to:

- *encourage and assist the young person in integrating into the school environment;*
- *supervise the student's academic and personal progress and suggest, if necessary, available human or material resources;*
- *be available to the young person in the school and ensure communication between school and family.*

Objectives

- *To ensure an individual helping relationship.*
- *To promote the student's personal and social development.*
- *To encourage in the young person a feeling of belonging in a class and in school.*

2. The School Agenda

Definition

The school agenda is a journal containing all school-related information.

Contents

- *the school calendar*
- *the student's schedule*
- *professional services offered in and outside the school*
- *a list of school personnel*
- *the school rules and behaviour code*
- *extracurricular activities*
- *theme weeks*
- *work methods, study methods, etc.*

Objectives

The agenda may be used:

- *to help a young person better plan, organize and manage his or her time (e.g. school work, extracurricular activities, medical appointments);*
- *to record useful information;*
- *to communicate with the student, parents and school personnel.*

3. The Progress Sheet

Definition

The progress sheet is an effective and popular method of monitoring learning and behaviour in school.

It makes daily or weekly evaluation and control possible.

Contents

The following information is usually included:

- *the student's name and class*
- *daily or weekly schedule 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*

Objectives

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

When using the progress sheet it is necessary:

- *to provide the students and adults involved with clear explanations of the objectives, evaluation criteria, expected consequences and duration of the measure.*

4. Instructional Support Measures

Definition

Instructional support measures such as free-flow and remedial work are services that the school can offer to students with periodic or regular learning difficulties.

Objectives

- *To offer special assistance to students with learning difficulties or academic deficits.*
- *To help students catch up and consolidate their learning so that they can attain program objectives.*
- *To personalize educational services.*
- *To prevent students from dropping out.*

5. Study Hours

Definition

Some schools offer students the opportunity to stay in school after regular class hours to study or do homework under supervision.

Objectives

Study hours allow students to:

- *finish their daily homework and studies;*
- *solicit additional assistance (information, explanations) in completing the work;*
- *have access to all pertinent material;*
- *acquire effective study habits and techniques.*

6. The Multidisciplinary Team

Definition

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

Objectives

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

ACTIVITY 11

Title: Communication

Objective: To review the principles promoting good communication and useful exchanges of ideas.

Instructions: Ask the participants, in groups, to match the titles, descriptions and illustrations in the table entitled *Principles That Favour Good Communication and Effective Exchanges of Ideas* (see following page).
Using the plastic-coated squares, the participants must compile first series A, then series B.
Verify the groups' results with all the participants.

Material: Resource Sheets 11.1 to 11.5

You must first make the plastic-coated squares using the resource sheets.

- 1: Letter the descriptions and number the illustrations (on both sides).
- 2: Coat the five sheets with plastic.
- 3: Cut the sheets so as to obtain 57 plastic-coated cards.

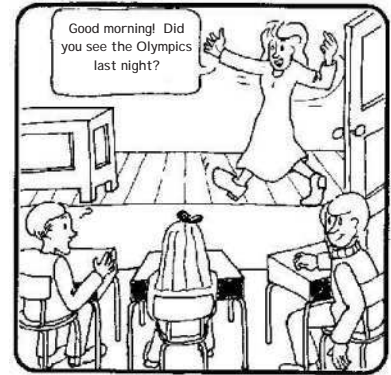
Principles That Favour Good Communication and Effective Exchanges of Ideas			
SERIES A			
No.	Titles	Descriptions (A to J)	Illustrations (1 to 10)
1	Take the time	C	4
2	Make contact	F	1
3	Pay attention to the students	J	8
4	Be prepared to listen	B	3
5	Be open to change	H	7
6	Take value differences into account	D	9
7	Be prepared to make compromises	E	2
8	Respect both the student and yourself	A	6
9	Be prepared not to know everything about the student	G	10
10	Have confidence in values learned at home and in school	I	5
SERIES B			
No.	Titles	Descriptions (K to S)	Illustrations (11 to 19)
11	Choose the right time and place	L	12
12	Encourage the students to express themselves	P	15
13	Demonstrate affection	N	18
14	Discuss ideas rather than argue	K	14
15	Ensure mutual understanding	O	17
16	Avoid certain attitudes	M	11
17	Understand how the students' behaviour affects you	R	19
18	Talk about conflict situations	S	16
19	Maintain contact	Q	13

RESOURCE SHEET 11.1

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.



RESOURCE SHEET 11.2

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.

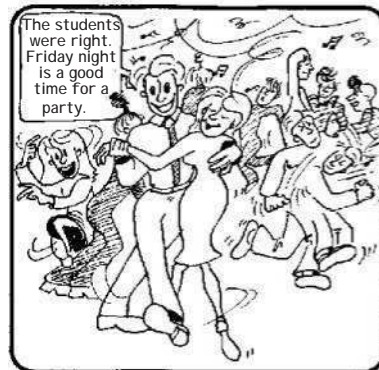
For example: Accept that the students dress differently.



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.



RESOURCE SHEET 11.3

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.

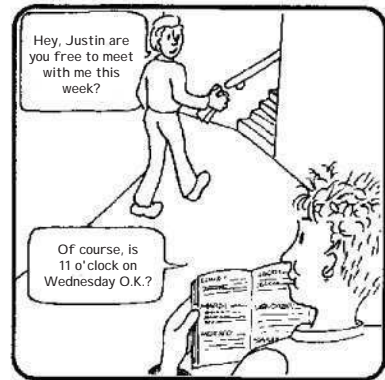
For example: A student apologizes voluntarily after treating someone with utter disrespect.



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.

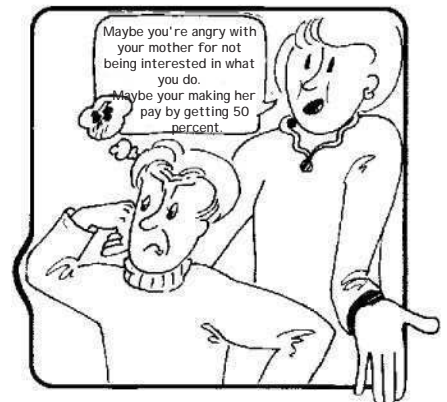


ENCOURAGE THE STUDENTS TO EXPRESS THEMSELVES

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.



RESOURCE SHEET 11.4

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.



RESOURCE SHEET 11.5

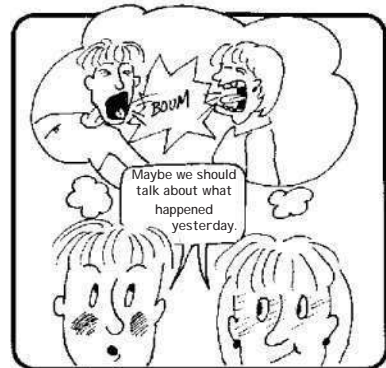
UNDERSTAND HOW THE STUDENTS' BEHAVIOUR AFFECTS YOU

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.



ACTIVITY 12*

Title: Systematic Behavioural Observation

Objective: To become aware of the goals of systematic behavioural observation, the steps involved and the methods used.

Instructions: Present the following table:

Systematic Behavioural Observation	
GOALS	<ol style="list-style-type: none"> 1. To objectify judgment. 2. To suggest solutions. 3. To support requests for the adaptation of 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	<ol style="list-style-type: none"> 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.

Material: Transparency 13

For further information, give the following reference: Québec, ministère de l'Éducation, *School and Behaviour—Systematic Behavioural Observation*, Code 16-1585-02A (Québec: ministère de l'Éducation, 1992).

ACTIVITY 13

Title: Setting Objectives

Objective: To become familiar with the criteria for setting objectives.

Instructions: Ask the participants to describe a number of objectives using the following adjectives.

- **measurable**
- **feasible**
- **clear**
- **stimulating**
- **desirable**
- **controllable**
- **attainable**
- **understandable**

For better visual support, you may write the adjectives on the board.

Mention that the terms **quantifiable** and **observable** are associated with the adjective **measurable**, and that all objectives should be short-term.

Verify the answers with the whole group.

1. A *desirable* objective

The objective must be something that the student wishes to attain; willingness is essential in changing a way of being and living.

Example: Mark often misses class. He would like to remedy the situation, since his parents give him trouble when they receive absence reports. He does not know how to go about changing his behaviour.

2. An *understandable* objective

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

Example: Mark understands that he is expected to attend all his classes. It is his role as a student, and he considers the rule reasonable.

3. A *feasible* objective

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

Example: Mark knows that he is able to attend all his classes. Nothing is stopping him.

4. An *attainable* objective (according to the teacher)

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

Example: The teacher is certain that Mark has no reason for missing class.

5. A *clear* objective

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

Example: Mark's instructions are clear: he is to attend all of his classes. Only absences justified by a doctor's note will be tolerated.

6. A *measurable* objective

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

Example: Mark carries an attendance sheet that his teachers initial when he is present.

7. A *controllable* objective

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

Example: Mark is not dependent on anyone to bring him to his classes. It is his decision whether to attend or not.

8. A *stimulating* objective

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

Example: Mark is encouraged by the fact that if he attends all (or almost all) of his classes his parents will stop receiving absence reports (or receive fewer). Also, some teachers have shown Mark that they appreciate his presence.

ACTIVITY 14

Title: The Helping Relationship

Objective: To understand the meaning of a helping relationship.

Instructions: Explain the helping relationship and encourage the participants to note key words.

The Helping Relationship	
MOTIVATION	<ul style="list-style-type: none"> · Extrinsic motivation: Disturbing events that occur in the subject's immediate environment, independently of the subject (e.g. parents' divorce, illness of a loved one). · Intrinsic motivation: 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.
EDUCATIONAL ATTITUDES	<p>"Participation": 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 (e.g. participating in a sports day with the students).</p> <p>"Positive Relationship": Establishing a positive relationship with the young person, using elements of affection, sympathy, interest, respect, pleasure, regular activity, affability, availability, flexibility and participation in the decision-making process.</p>

Material: Transparency 14

Objective: To simulate a helping relationship.

Instructions: Have the participants form pairs to simulate a helping relationship using the following procedure.

Useful Skills in a Helping Relationship	
SKILLS	SCENARIO
<p>1. Start a conversation with a:</p> <ul style="list-style-type: none"> · greeting · smile · introduction 	
<p>2. Listen attentively and actively using:</p> <ul style="list-style-type: none"> · eye contact · approval · expression · two-way conversation 	
<p>3. Pay attention to what the person is saying and doing by:</p> <ul style="list-style-type: none"> · making comments · observing non-verbal messages · showing interest in the discussion through active participation 	
<p>4. Know how to ask open questions.</p> <ul style="list-style-type: none"> · "How are you?" · "Are you feeling well?" <p>Know how to ask well-directed questions.</p> <ul style="list-style-type: none"> · "Is your cold gone?" · "Have you gone back to work?" 	
<p>5. Summarize the conversation.</p> <ul style="list-style-type: none"> · Emphasize the important elements of your meeting with the young person. · Summarize the discussion and ensure that both of you understand what took place. 	

ACTIVITY 15

Title: Instructional Interaction

Objective: To become familiar with the steps involved in instructional interaction.

Instructions: After demonstrating a simple instructional interaction following the proper steps, have the participants create their own scenarios. Encourage some participants to share their scenario with the group.

Express affection
Compliment work well done
Describe inappropriate behaviour
Describe expected behaviour
Give a rational explanation of appropriate behaviour
Describe the immediate consequences
Verify the students' understanding
Have the students practise appropriate behaviour
Give the students feedback
Show approval

ACTIVITY 16

Title: Reality Therapy

Objective: To become familiar with the steps involved in reality therapy.

Instructions: Ask the participants to arrange the steps involved in reality therapy in a logical order.

Step 2 FOCUS ON THE STUDENT'S BEHAVIOUR

During a problem situation, the educator focuses on the student's current behaviour, that is, on what the student has actually done and what is possible and easiest to modify. Emotions are not entirely disregarded, but described as consequences of the behaviour.

Step 7 ALLOW THE STUDENT TO FACE THE CONSEQUENCES

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

Step 5 REQUEST THE STUDENT'S COMMITMENT

The student agrees to try a new behaviour. The educator ensures 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 4 CHOOSE A SATISFACTORY BEHAVIOUR OR A PLAN OF ACTION

This step consists in establishing a plan of action. Young people often have very good ideas. The student should be asked to repeat the plan decided upon so as to assimilate it.

Step 8 PERSEVERE

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

Step 1 ESTABLISH A RELATIONSHIP

This is the most important step; in fact, it is essential. It consists in establishing a meaningful relationship with the student. The educator must show an interest in the student. The young person, feeling a helpful presence, may find it easier to reflect upon his or her behaviours and accept assistance.

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. If the student fails, the educator should not ask why, since that would constitute an opportunity for excuses, which must not be accepted. The educator should suggest a new plan or a renewed attempt at the same plan.

Step 3 HAVE THE STUDENT EVALUATE HIS OR HER BEHAVIOUR

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

ACTIVITY 17

Title: Redl and Wineman's Intervention Techniques

Educators must be familiar with these techniques, not so that they may hide behind them, but in order to use them as a means of creating relationships between the young person, his or her environment and the educator.¹

Objective: To review the intervention techniques proposed by Redl and Wineman.

Instructions: Help the participants list various means of intervention.

1. Planned ignoring
2. Signal interference
3. Proximity and touch control
4. Involvement in interest relationship
5. Hypodermic affection
6. Tension decontamination through humour
7. Hurdle help

¹Gilles Gendreau, *L'intervention psychoéducative* (Paris: Éditions Fleurus, 1978) 55.
(Translator's note: This citation is a free translation.)

8. Interpretation as interference
9. Regrouping
10. Restructuring
11. Direct appeal
12. Limitation of space and tools
13. Antiseptic bouncing
14. Physical restraint
15. Permission and "authoritative verbot"
16. Promises and rewards
17. Punishments and threats

In order for these techniques to be effective, educators must observe the situation closely, correctly decipher the facts and understand the situation, and use one or several intervention techniques that they feel comfortable with. Finally, educators should avoid confrontation and stubbornness and, most importantly, accept their own emotions and feelings when dealing with young people.

Material: Transparency 15

ACTIVITY 18

Title: Conflict Resolution (Assertiveness and Cooperation)

Objective: To become adept at using the conflict-solving method (assertiveness and cooperation).

Instructions: Ask the participants to read the following text and to work in groups to solve the conflict using the proposed method.

Tony and Jean, both 14, steal cigarettes from the corner store and bring their booty to school. They sell most of their cigarettes to Patrick, 15, but they sell to other students as well.

Acting on information provided by a supervisor who questions the three young people's behaviour, the principal and psychoéducateur search the students' lockers with the students present.

Forty-six packages of cigarettes are found: 35 in Jean's locker, 10 in Tony's and one open package in Patrick's.

Jean and Tony admit to their guilt and accuse Patrick of being an accomplice (buyer and distributor). Patrick admits to being aware of the "black-market" activity, but denies any involvement.

The educator must help the student identify the following elements:

1. People and objects involved	2. Roles of the various people and objects
Tony, 14:	thief and supplier
Jean, 14:	thief and supplier
Corner store:	robbed
Patrick, 15:	principal buyer and distributor
Other students:	occasional buyers
Supervisor:	informer
Principal:	educator
Psychoéducateur:	educator
Cigarettes:	object of theft

3. Consequences of the situation

With this method (assertiveness and cooperation), it is essential that each person express his or her needs and consider the needs of others.

4. Various possible solutions

- A. Inform the parents.
- B. Call the police.
- C. Ensure that the young people return the cigarettes to the store and close the file.
- D. Suspend the students and let their parents handle the problem.
- E. Confiscate the cigarettes and have the students participate in an anti-smoking campaign.

5.1 Advantages of various solutions

- A.
- B.
- C.
- D.
- E.

5.2 Disadvantages of various solutions

- A.
- B.
- C.
- D.
- E.

Together, they find a solution satisfactory to everyone. The conflict is truly resolved; the problem is resolved at the source, since actual needs were defined. Also, each participant is motivated to apply the solution chosen by consensus.

6. Best solution

In the short as well as the long term, this conflict-solving approach is doubly effective, since it makes it possible not only to find a solution acceptable to all parties, but also to consolidate the relationship through a mutually satisfying experience.

ACTIVITY 19*

Title: Behaviour Modification

Objective: To review three behaviour modification techniques that are effective with adolescents.

Instructions: Ask the participants to read (individually or as a group) the three behaviour modification techniques.

FIRST TECHNIQUE

SELECTIVE ATTENTION

- Selective attention is a simple technique and should be used first. It involves:
 - 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).
- N.B.:
 - The teacher's attention must be important to the student.
 - The deviant behaviour may become more frequent at first.

SECOND TECHNIQUE

SCHEDULE OF REWARD

A. Three rules should be followed:

- a) Take into account actions rather than feelings.
- b) Apply this technique to specific actions.
- c) Give rewards less frequently as behaviour improves.

B. Three lists of behaviours must be drawn up:

- a) behaviours you approve of and that you wish to see continue
- b) those that you would like to see become less frequent or intense
- c) those that you would like to see become more frequent or intense

C. There are three types of positive reinforcers:

- a) social reinforcers
- b) intrinsic reinforcers
- c) tangible reinforcers

It may be helpful to make a list of people, places, objects and activities that may be used as positive reinforcers for the student.

THIRD TECHNIQUE

BEHAVIOURAL CONTRACTING

A. There are five steps involved:

- 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.

B. Six points should be remembered:

- 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.

ACTIVITY 20

Title: Reinforcers

Objective: To review the definition and usefulness of reinforcers.

Definition

Consequence of a behaviour, whose effect is to increase the probability that the behaviour will be repeated.

Purpose

To encourage the maintenance or adoption of a social or academic behaviour deemed satisfactory and appropriate.

Important

In psychology, reinforcement is defined as the process, the reinforcer being the object or consequence of a behaviour.

If we first attempt to reinforce academic behaviour, the student may experience success, and therefore reduce the frequency or intensity of his or her inadequate social behaviours.

Objective: To recognize the three categories of reinforcers.

Instructions: Ask the participants to identify the following reinforcers as **social (S)**, **tangible (T)** or **intrinsic (I)**.

S - T	Reinforcers that must be varied so that the student does not tire of receiving the same reward
I	Well-being obtained by virtue of the activity itself
S	Congratulations, approval, signs of affection or attention
S - T	Reinforcers related to the student's work, behaviour or accomplishments
T	Tokens, money, food, promotion, rewards, certificates
S	Non-verbal messages: smile, wink, friendly gesture
I	Satisfaction at having accomplished a task, feelings of self-worth or self-esteem following success
T	Objects that can be looked at, eaten, smelled, felt, or played with
S - T	Reinforcers that must be given immediately
S	Verbal messages: "Congratulations!" "Great!" "Keep it up!"

ACTIVITY 21

Title: Consultation and Information Sharing

Objectives: To participate in consultation and information sharing.
To list regional resources.

Instructions: Give each group a different case study (Resource Sheets 21.1 to 21.6). Ask the participants to list the main difficulties in each case study and to suggest resources able to provide the appropriate services.

Ask them also to list the address and telephone number of each resource (using the telephone book) on the sheet provided.

Then, review the six cases.

Material: Resource Sheets 21.1 to 21.6, telephone books

RESOURCE SHEET 21.1

Annie	<ul style="list-style-type: none">· 14 years old· lives with her family (on welfare) * Secondary II
<p>Annie is exhibiting behavioural difficulties: absenteeism, verbal and physical aggression toward peers (fights), low grades, drug use for the past year.</p> <p>Last Christmas, her brother-in-law abused her sexually. Her mother attempted suicide by overdose when she found out about the abuse and was hospitalized for two days.</p> <p>The family is known at the regional social service centre, but is not currently receiving any services.</p>	

RESOURCE SHEET 21.2

Karin	<ul style="list-style-type: none">· 13 years old· one brother (twin), one sister (16)· lives with brother, sister, father and father's girlfriend* Secondary II
<p>Karin is having problems at school: low grades, difficulty concentrating, lack of motivation. She refuses to let school personnel meet her parents to evaluate support measures that might help.</p> <p>During the conversation, Karin mentions that her father hits her regularly when his girlfriend is not home. He also hits his other two children. The father always has a good reason to hit the children: quarrelling, low grades, impatience, and so on.</p> <p>The children do not dare complain because they are afraid of being abandoned or angering their father even more. They are worried about the future and do not know who can help. They do not trust their father's girlfriend, have no contact with their own mother, and do not even know where she is.</p>	

RESOURCE SHEET 21.3

<p>Steve</p>	<ul style="list-style-type: none">· 12 years old· only child· lives in a foster home (his 19th since birth)* Secondary I
<p>Steve is exhibiting behavioural difficulties: hyperactivity (medical diagnosis), impulsiveness, lack of respect for school rules, impoliteness with and hostility toward school personnel, sexually explicit gestures toward girls in his class, lack of self-worth and academic delay.</p> <p>Because he refuses to cooperate with any educator, Steve has been suspended temporarily.</p> <p>His parents are experiencing marital difficulties (several separations and reconciliations) and they would like to take their son home to rebuild their family. The father is an alcoholic and the mother, committed three times to a psychiatric hospital, suffers from periodic bouts of depression.</p>	

RESOURCE SHEET 21.4

Nancy	<ul style="list-style-type: none">· 15 years old· lives with her parents* Secondary III (individualized path for learning)
<p>Nancy is often absent from school. She is no longer interested in her English, math or other courses, and would like to study hairdressing.</p> <p>For three months, she has been seeing an unemployed 18-year-old boy. Yesterday, she found out that she is two months pregnant. She and her boyfriend do not know what to do. Nancy's parents were surprised at the news but have offered to take care of Nancy and the child.</p> <p>Nancy would like to make the right decision but she does not know where to begin.</p>	

RESOURCE SHEET 21.5

Frederick	<ul style="list-style-type: none">· 14 years old· three sisters (10, 7 and 4)· lives with mother and sisters (moved four months ago) <p>* Secondary III (comprehensive school)</p>
<p>Frederick maintains an average of 65 percent. He is rarely absent, but his teachers disapprove of the fact that he often sleeps in class and that he sometimes does not do his homework.</p> <p>In a meeting, Frederick mentioned that he wants to pass the school year, but that he must work every evening at the corner store to help his mother, who lost her job. Her unemployment benefits are insufficient and Frederick is worried about the rent.</p> <p>Frederick's mother wants to work, but she does not know anyone who can help. She is discouraged and her son does not know what to do.</p>	

RESOURCE SHEET 21.6

<p>Chris</p>	<ul style="list-style-type: none">· 13 years old· five brothers (all older)· lives with his entire family (father, mother, brothers)* Specialized program for slow learners (comprehensive school)
<p>Chris has a mild mental handicap that his parents are unable to accept. He would like to live a normal life, but his mother refuses to allow him to participate in activities outside the home. She also denies that her son has social difficulties. To keep him by her she had a greenhouse built in the yard because he likes plants.</p> <p>Chris would like to have friends and an interesting social life, but he has difficulty establishing friendly relationships. He is often laughed at and rejected.</p> <p>One of his brothers suggests that Chris needs help and that his mother should be encouraged to be more flexible.</p>	

ACTIVITY 22*

Title: The Service Program

Objective: To become aware of what a service program is.

Instructions: Present the service program to the participants.

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 for 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).

<p>Guiding Principles</p>	<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.
<p>Criteria for Organization</p>	<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

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

ACTIVITY 23*

Title: Developing a Service Program

Objective: To become familiar with the development of service programs.

Instructions: Present a model service program to the participants.

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. This evaluation includes physiological, psychological, family, educational, intellectual and social information.
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.

Material: Transparency 16

¹Comité interétablissement.

INDIVIDUALIZED SERVICE PROGRAM (ISP)

STUDENT
Name:
Date of birth:
Address:
Tel.:

PARENT OR GUARDIAN
Name:
Address:
Tel.:
Relationship with subject:

SPECIFIC CONTEXT

ASPECTS	STRENGTHS	NEEDS	OBJECTIVES	REQUIRED SERVICES	PERSON RESPONSIBLE	TIMETABLE
Physiological-intellectual <ul style="list-style-type: none"> · physical well-being · personal care · material organization · judgment · understanding · spatial orientation · other 						
Psychological <ul style="list-style-type: none"> · mental health · communication · personality traits · identity · other 						
Social <ul style="list-style-type: none"> · environment · socialization · interpersonal relationships · other 						
Academic <ul style="list-style-type: none"> · academic achievement · classification · subjects · other 						

COORDINATOR
Name:
Address:
Tel.:
Position:
School (if applicable):
ISP review date:

PARTICIPANTS' SIGNATURES			
Name	Position	School	Telephone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

S C H O O L A N D B E H A V I O U R

**WORKSHOP IN INTERVENTION STRATEGIES
AT THE SECONDARY-SCHOOL LEVEL**

PART THREE

TRANSPARENCIES

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Definition of Behavioural Difficulties Adopted by the Ministère de l'Éducation in Its Directives to the School Boards

A student is deemed to have _____ when a **psychosocial** _____, ¹ carried out by _____ **personnel**² in _____ with other concerned _____³ relying on _____ **and** _____ **analysis**⁴ techniques, shows that he or she has an _____ to adapt, manifested by significant _____ in _____ with _____ or _____ elements that make up his or her _____, family or school _____.

These difficulties may involve:

-**overactive behaviour in relation to environmental stimuli** (e.g.

_____);

- **underactive behaviour in relation to environmental stimuli** (e.g.

_____).

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

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

1. "Behavioural" or "psychosocial _____" focuses on student's behaviour in relation to the school and social environments.
2. "_____ personnel" means psychologists, psychoéducateurs and professionals with similar training. (Translator'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.)
3. "Other concerned _____" are the student's teachers and parents, and the school administrators.
4. "_____ and _____ analysis techniques" consist of observation checklists, behaviour rating scales, sociometric surveys, structured interviews and standardized psychometric tests.

Definition of Behavioural Difficulties Adopted by the Ministère de l'Éducation in Its Directives to the School Boards¹

A student is deemed to have behavioural difficulties when a psychosocial assessment,² carried out by qualified personnel³ in conjunction with other concerned individuals⁴ relying on observation and systematic analysis⁵ 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. Québec, 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.
 2. "Behavioural" or "psychosocial assessment" focuses on the student's behaviour in relation to the school and social environments.
 3. "Qualified personnel" means psychologists, psychoéducateurs and professionals with similar training. (Translator'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.)
 4. "Other concerned individuals" are the student's teachers and parents, and the school principal.
 5. "Observation and systematic analysis techniques" consist of observation checklists, behaviour rating scales, sociometric surveys, structured interviews and standardized psychometric tests.

Overactive and Underactive Behaviours¹

Overactive behaviour:

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

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

_____ 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 _____, _____ and _____.

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 at school, despite the seriousness of their adjustment difficulties.

¹This distinction between overactive and underactive students is most apparent in young children.

The Iowa Multi-Level Model

STAGE 1

Support in class or at home

STAGE 2

Activities preceding the request for official identification

STAGE 3

Study of the need for educational services that have been adapted

STAGE 4

Choice of educational services

STAGE 5

Implementation and review of the chosen support measures

<p>STAGE 1</p> <p>Support in class or at home</p>	<p>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.</p>
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<p>STAGE 2</p> <p>Activities preceding the request for official identification</p>	<p>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 official use of the resources normally available in the school, such as the psychologist, psychoéducateur or social worker. The teacher assumes responsibility for all assistance provided.</p> <p>Parents are asked to become even more involved, since they are partners in the search for solutions.</p> <p>Various types of support measures are recommended (e.g. a written agreement with the student specifying expectations and appropriate behaviour, competitive activities, a home-school communication sheet, modification of schedule of activities).</p>
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<p>STAGE 3</p> <p>Study of the need for educational services that have been adapted</p>	<p>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. Together, the 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 evaluations.</p>
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<p>STAGE 4</p> <p>Choice of educational services</p>	<p>Once the young person's needs and difficulties have been clearly defined, adapted educational services are offered. These services may consist of an individualized learning program, a behaviour modification program, or support or supervision services.</p>
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<p>STAGE 5</p> <p>Implementation and review of the chosen support measures</p>	<p>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.</p>
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The Iowa Multi-Level Model	A Practical Procedure 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 procedure for developing individualized education plans. 1. Identification <ul style="list-style-type: none"> · <i>greater awareness of the student's situation</i> · <i>identification of persons potentially of help to the student</i> · <i>definition of a common view of the problem</i>
4. Choice of educational services	2. Involvement (decision making) <ul style="list-style-type: none"> · <i>specification of common goals</i> · <i>decisions regarding means to be employed</i> · <i>decisions regarding the roles and responsibilities of all persons involved</i>
5. Implementation and review of the chosen support measures	3. Action <ul style="list-style-type: none"> · <i>accomplishment of the work as planned</i> · <i>coordination of team efforts</i> 4. Evaluation <ul style="list-style-type: none"> · <i>readjustment of the intervention strategy</i> · <i>evaluation of procedure</i>

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

	<p>1. Agreement on appropriate and inappropriate behaviour</p> <p>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.</p>
	<p>2. Application of the code</p> <p>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.</p>
	<p>3. The ability to give constructive criticism of oneself and others</p> <p>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.</p> <p>The rules established should be rationally and concretely justifiable to the students.</p>
	<p>4. Encouragement of initiative</p> <p>It is important to encourage the members of the ad hoc committee in their actions and initiative.</p>

The Qualities of a Dynamic Team	
Complementarity	Being able to rely on the resources, skills and "specialties" of each member; benefitting 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.
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 the other 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.

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 clearly defined 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.

Systematic Behavioural Observation	
GOALS	<ol style="list-style-type: none"> 1. To objectify judgment. 2. To suggest solutions. 3. To support requests for the adaptation of 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	<ol style="list-style-type: none"> 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.

The Helping Relationship

MOTIVATION	<ul style="list-style-type: none"> · Extrinsic motivation: Disturbing events that occur in the subject's immediate environment, independently of the subject (e.g. parents' divorce, illness of a loved one). · Intrinsic motivation: 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.
EDUCATIONAL ATTITUDES	<p>"Participation": 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 (e.g. participating in a sports day with the students).</p> <p>"Positive Relationship": Establishing a positive relationship with the young person, using elements of affection, sympathy, interest, respect, pleasure, regular activity, affability, availability, flexibility and participation in the decision-making process.</p>

Redl and Wineman's Intervention Techniques

1. Planned ignoring
2. Signal interference
3. Proximity and touch control
4. Involvement in interest relationship
5. Hypodermic affection
6. Tension decontamination through humour
7. Hurdle help
8. Interpretation as interference
9. Regrouping
10. Restructuring
11. Direct appeal
12. Limitation of space and tools
13. Antiseptic bouncing
14. Physical restraint
15. Permission and "authoritative verbot"
16. Promises and rewards
17. Punishments and threats

INDIVIDUALIZED SERVICE PROGRAM (ISP)

STUDENT
Name:
Date of birth:
Address:
Tel.:

PARENT OR GUARDIAN
Name:
Address:
Tel.:
Relationship with subject:

SPECIFIC CONTEXT

ASPECTS	STRENGTHS	NEEDS	OBJECTIVES	REQUIRED SERVICES	PERSON RESPONSIBLE	TIMETABLE
Physiological-intellectual <ul style="list-style-type: none"> · physical well-being · personal care · material organization · judgment · understanding · spatial orientation · other 						
Psychological <ul style="list-style-type: none"> · mental health · communication · personality traits · identity · other 						
Social <ul style="list-style-type: none"> · environment · socialization · interpersonal relationships · other 						
Academic <ul style="list-style-type: none"> · academic achievement · classification · subjects · other 						

COORDINATOR
Name:
Address:
Tel.:
Position:
School (if applicable):
ISP review date:

PARTICIPANTS' SIGNATURES			
Name	Position	School	Telephone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

