Ces élèves qui bougent trop :
intervenons ensemble pour mieux les aider

1) Category:
   • Specific program

2) Issues Behind the Program:
   • The typical child with an attention deficit, with or without hyperactivity (ADHD), who is
     inattentive, impulsive, disorganized, and who has a high level of activity, often ends up
     having difficulty in different facets of his/her life.
   • Some teachers working with students with ADHD wish they had some guidance in order
     to learn more about them and to have more tools for interacting with them as well as
     with their parents.

3) Objectives:
   • Give teachers the necessary tools for understanding and interacting with students with
     ADHD.
   • Support teachers and help them choose the best strategies when dealing with these
     students.
   • Lower the frequency of unacceptable behaviors (distraction, impulsiveness, hyperactivity) by enabling students with ADHD to check their own behavior.
   • Create conditions that enable the students to learn to behave in a more socially
     acceptable manner at school.
   • Provide parents of students with ADHD with tools to help them improve the situation for
     their children at home, at school or with their friends and to make their experience as
     parents more positive.
   • Encourage parents to get together and to support each other to counter their isolation.

4) Environment:
   • Primary schools

5) Target Group:
   • Students from 8 to 12 years old who have ADHD
   • Teachers
   • Parents

This factsheet was taken from the following website: [http://rire.ctreq.qc.ca/](http://rire.ctreq.qc.ca/).
6) Key Words:

- Ces élèves qui bougent trop : intervenons ensemble pour mieux les aider, coeuréaction, school-family-community partnership, specific program, ADHD, attention deficit, hyperactivity, impulsiveness, parents, teacher training and support, parenting skills program, behavioral intervention

7) Description:

- This program, created by three schools in the Saguenay and the Outaouais regions as well as the Association parents-ados du Saguenay, seeks to give parents and teachers better tools for dealing with children with ADHD both in their daily lives and in their studies.
- The project has three main components:
  - Advisory services and support for the teachers of children with ADHD
  - Cognitive behavioral intervention program for children with ADHD
  - Parenting skills program for the parents of children with ADHD
- Five years ago, the parent and student components were adapted for a hospital environment at Hôpital Rivières des Prairies.

8) Steps:

- Select a group of students with ADHD in Primary Cycle One and Two
- Enlist the teachers and parents of these students
- Determine the time and place for meetings with the teachers, parents and students
- Foresee opportunities for sharing among the members of the intervention team to ensure coherent follow-up for students, teachers and parents

9) Activities/Actions:

- The program’s three components propose a series of activities and actions for teachers, students and parents.
  - Teacher component:
    - Training: Two one-day workshops on several themes
    - Analysis of practices (monthly meeting, group problem-solving, log, tools, supervision via the Net, etc.)
    - Examples of themes: Problems associated with ADHD, compensation due to deficits stemming from ADHD, proactive and reactive behavioral intervention, raising self-esteem, social integration, and developing social skills
  - Student component:
    - Individual or group activities
    - Intervention strategies: Modelling, role-play, hands-on learning, games, practical application, positive reinforcement, etc.
    - Self-control (self-critique, self-observation, self-evaluation)
    - Individual challenges or homework

This factsheet was taken from the following website: http://rire.ctreq.qc.ca/
Messages to parents and teachers to encourage acquisition of general knowledge
Examples of themes dealt with during the activities: Knowledge and understanding of ADHD, attention management, stress management, problem-solving, social skills, anger management, the practical experience of being a student, etc.

Parent component:
- Group sessions (mutual support and problem solving)
- Weekly homework
- Individual meetings if needed (by phone or at home)
- Approach: Attachment, collaboration, proactive and reactive behavior
- Strategies: Modelling, role-playing, hands-on learning, impact techniques, games, practical application, positive reinforcement, etc.
- Examples of themes: Taking care of oneself as a parent, knowledge and understanding of ADHD, managing on a daily basis and participating in school life, behavior management, reinforcing self-esteem, developing social skills, positive family relations, etc.

10) Resources Required:

- Human resources:
  - Psychologists, psychoeducators and social workers
  - Teachers
  - School principal and educational services at the school board
  - Parents
- Financial resources:
  - A budget that covers the cost of materials and organization of the meetings

11) Roles of the Participants:

- Educational services at the school board:
  - Collaborate with the players in carrying out the project (financial, material or human resources, agreement with members of other networks)
- School principal:
  - Coordinates the meetings;
  - Participates in choosing the students for the program;
  - Gives teachers release time for the meetings.
- Teachers:
  - Fill in the question sheets and log. The entries help them see ADHD behaviors more objectively;
  - Take part in the training workshops and meetings to analyze different practices;
  - Take part in the functional assessment of the problems that arise in a class with a student with ADHD;
  - Participate in drafting the individualized educational plan;

This factsheet was taken from the following website: http://rire.ctreq.qc.ca/
introduce proactive intervention to make up for the student’s shortcomings and to prevent foreseeable behavioral problems, and reactive intervention to increase appropriate behaviors and reduce inappropriate ones.

- Psychologists or psychoeducators in the student component:
  - help to choose the students;
  - lead group and individual meetings;
  - are involved in the practices analysis group with the teachers (lead or co-lead with an ADHD resource);
  - work with the team responsible for the parent component.

- Social workers or community workers:
  - head the parent meeting;
  - work with the school to ensure the coherence of interventions proposed to parents and those proposed to the children in the student component.

- Parents involved in the program:
  - take part in all the meetings agreed upon in the parent component;
  - follow up with support for their child’s personal and school life throughout the program.

12) Scientific Basis or Validity:

- The program stems from a three-year multi-goal action research project. The parent and student components became the focus of a second more experimental research project with a control group. Here are some of the results:
  - The players expressed satisfaction with their respective components (content, objectives, methods, documentation provided, leadership or atmosphere within the groups) and found the proposed strategies to be of great help. Teachers and parents appreciated the suggestions for compensating for the children’s deficits but had more difficulty applying the behavior modification procedure. The parents and teachers felt that the proposed methods were helpful not only in working with children with ADHD, but also with the other children at home or in class. Students say they have a better understanding of their difficulties and feel happier at school.
  - In terms of the parent component, the results show the positive impact of the program on the environment at home and on the family as a whole, increased positive reinforcement and fewer punitive strategies by the parents, better family communication, enhanced parent-child relations and lower parental stress.
  - These results have been maintained over time.

13) Program Material:

- The parent component will be published in 2010 by Chenelière Éducation (*Mieux vivre avec le TDAH à la maison : Programme pour aider les parents à mieux composer avec le TDAH de leur enfant au quotidien*).
- Publication of the other components (teachers and students) will follow shortly.
- Presentation given at a symposium on academic success in 2008 [in French only]
14) Additional Information:

- **Publications:**

- The information in this factsheet was taken from the following:

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