

# Ecological Analysis of the Conditions Surrounding the Inclusion of Students with Behavioural Difficulties in Primary School

Claudia Verret, Ph. D.<sup>1</sup>; Nancy Gaudreau, Ph. D.<sup>2</sup>; Line Massé, Ph. D.<sup>3</sup>; Marie-France Nadeau, Ph. D.<sup>4</sup>  
<sup>1</sup>Department of Physical Activity Sciences, Université du Québec à Montréal; <sup>2</sup>Department of Studies on Teaching and Learning, Faculty of Education, Université Laval;  
<sup>3</sup>Department of Psychoeducation, Université du Québec à Trois-Rivières; <sup>4</sup>Department of Preschool and Primary Education/Faculty of Education, Université de Sherbrooke

## 1. Introduction

- As other school system, Quebec (Canada) is dealing with the diversity of educational needs in a more inclusive conception (Prud'homme et al., 2011).
- In spite of the positive effects of inclusion, students with emotional or behavioural disorders (EBD) are welcomed the least positively (Kauffman & Landrum 2009).
- Explicit reservations are expressed regarding their inclusion in regular classrooms (Rousseau et al., 2015).

### CONDITIONS FOR REALISING INCLUSIVE EDUCATION

- A variety of conditions have been identified to realising inclusive education for students with EBD (Rousseau et al., 2015).

### PREVIOUS LIMITS

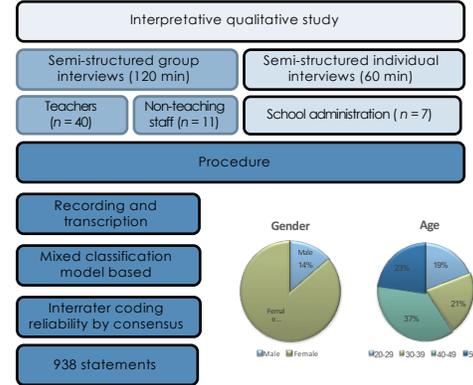
- Research does not sufficiently document the conditions specifically linked to the inclusive education of students with EBD, or their interactions with their school environment.
- It appears worthwhile to examine the conditions surrounding these students' inclusive education in regular classrooms.

## 2. Objective

To **documents** the perceptions of primary school staff regarding the **favourable and unfavourable** conditions for the inclusive education of students with EBD from the standpoint of Bronfenbrenner's ecological model (1979).

What are the conditions that support or are barriers to inclusion of students with EBD into regular classes?

## 3. Method



## 4. Results

### Bronfenbrenner's ecological model (1979, 1986)

**Chronosystem** : Time, transitions

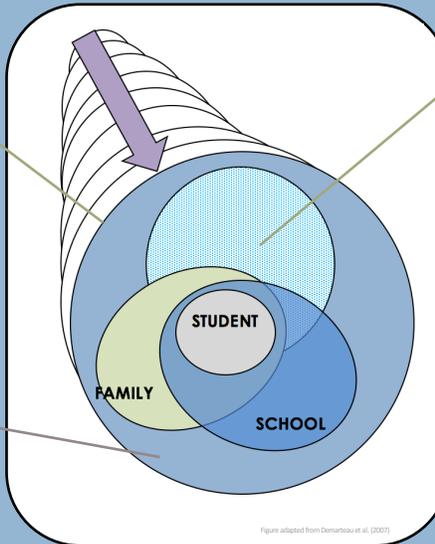
**Macrosystem** : Cultural, social, politic contexts (0.5%)

**Microsystem-family** : Relationships, influences of members (4%)

- Attitudes toward child difficulties
- Sociodemographic level

**Exosystem** : Indirect influences on mesosystem and microsystems (44%)

- Collaboration within the school
- Collaboration with external partners
- Cohesion of interventions
- Cohesion of resource's management
- Perception of other parents



**Mesosystem** : school-family interactions (8%)

- Collaboration between family and school
- Enhancement of the school setting by the family

**Microsystem-school** : Relationships between student and staff, roles & responsibilities (33%)

- Teaching practices (quality of relationship, self-control support)
- Assistance services and professional assessment
- Human, physical and material environment

**Ontosystem** : Student's characteristics, states, skills and vulnerabilities (11%)

- Behavioural manifestations (aggressive behaviour)
- Attitudes toward his difficulties
- Motivation
- Social competence

## 5. Discussion

This study highlight that several conditions must be considered for successful inclusion of students having EBD

Key role of exosystem : collaboration and cohesion of interventions (Rousseau et al., 2015).

Key role of microsystem : quality of the relationship between students and teachers, support and RESOURCES (Brophy-Herb et al., 2007).

Key role of ontosystem : student's characteristics and social skills (Gaudreau & Frenette 2014).

## 6. Conclusions

Despite limitations, this qualitative study using the Bronfenbrenner's ecological model allows **holistic analysis** of the influence of internal and external factors on students having EBD' inclusion.

It could be approached as a complex **problem-solving** that brings into play the perceptions of students and of those in their environment.

Educational success becomes possible when they are able to **live in balance** with their environment :

- The school is able to establish positive interactions with them;
- Students are able to make use of their strengths and skills.

## 7. References

- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U. (1986). Ecology of The Family as a Context for Human Development: Research Perspectives. *Developmental Psychology*, 22(6), 723-742.
- Brophy-Herb, H. E., Lee, R. E., Nievar, M. A., & Stollak, G. (2007). Preschoolers' Social Competence: Relations to Family Characteristics, Teacher Behaviors and Classroom Climate. *Journal of Applied Developmental Psychology*, 28(2), 134-148. doi: 10.1016/j.appdev.2006.12.004
- Gaudreau, N., & Frenette, E. (2014). Efficacité Perçue d'un Programme de Formation Continue sur la Gestion des Comportements Difficiles en Classe. [Perceived Effectiveness of a Continuing Education Program on Managing Difficult Behaviors in the Classroom.] *Revue Québécoise de Psychologie*, 35(3), 205-231.
- Kauffman, J. M., & Landrum, T. J. (2009). *Characteristics of Emotional and Behavioral Disorders of Children and Youth* (9 ed.). Upper Saddle River, NJ: Prentice Hall.
- Prud'homme, L., Vienneau, R., Ramel, S., & Rousseau, N. (2011). La Légitimité de la Diversité en Éducation : Réflexion sur l'Inclusion. [The Legitimacy of Diversity in Education: Reflection on Inclusion.] *Éducation et Francophonie*, 39(2), 6-22.
- Rousseau, N., Point, M., & Vienneau, R. (2015). *Les Enjeux de l'Intégration et de l'Inclusion Scolaire des Éléves à Risque du Primaire et du Secondaire : Méta-Analyse et Méta-Synthèse*. [The Issues of Integration and Inclusive Education of At-Risk Students in Primary and Secondary Schools: Meta-Analysis and Meta-Synthesis] Access July 18.

### Funding details

This work was supported by the Quebec Research Fund for Society and Culture under School Perseverance and Success Research Program Concerted Action Grant [number 2014-RP-179132]