

# Recommendations for good professional practices:

Violent behaviour in adolescent foster  
centres: prevention and responses.



This report has been approved by the Strategic Orientation Committee  
and the Scientific Council of ANESM.

# **VIOLENT BEHAVIOUR IN ADOLESCENT FOSTER CENTRES: PREVENTION AND RESPONSES**

Violent behaviour in adolescents foster institutions have given rise, in the last few years, to a great number of research works and seminars, both in terms of prevention and in terms of responses.

These recommendations have their origin in the consideration of the current concerns of professionals. The aim of these recommendations is to share responses and provide a structure, an overview that joins prevention and treatment.

The institutions involved have diversified their missions and objectives according to the specific needs of the adolescents they cater for. However, from these recommendations, benchmarks for common reflection and action should emerge.

These benchmarks are intended for all stakeholders. Their aim is to develop a culture of violence prevention and help professionals build their responses according to their own reality, in compliance with current laws and regulations.

Contributing to support institutions in their evolution, the application of these recommendations should be based on the identification of priorities and on a process of progressive appropriation.

Didier Charlanne

Director of ANESM

The recommendations for good professional practices related to violent behaviour in adolescent foster centres and deriving partially or totally from child protection come of the works of the following participants:

### **Coordination**

Éliane CORBET, technical director of CREA Rhône-Alpes

Pierrine ROBIN, head of research CREA Rhône-Alpes

Claudine PARAYRE, Head of «Professional Internships », ANESM

Marie-Laure LAGANDRÉ, Project Manager, ANESM

### **Steering committee**

Christian BREUIL, Director of Buc Ressources , Yvelines

Serge FAURE, Director of ITEP «Les collines»(The Hills) Clair Soleil Geysans, Drôme

Sylvain FAVEREAU, Director of ITEP, member of “Bureau de l’Aire” (Air Office), Avignon

Mme GADOT, association “Le Fil d’Ariane”

Gilles GRANCHER, former director of Reinforced Educational Establishments, Rouen

Roland JANVIER, Director of SEA Ille-et-Vilaine

David PIOLI, sociologist and head of research, ONED

Thierry ROCHET, psychiatrist and head of the Adolescent Hospitalization Department, Lyon

Robert THIONOIS, president of the ADEPAPE, Rhône

Jean-Luc TOURY, director of School Nurseries in the General Departmental Council of Hauts-de-Seine.

## Evaluation committee

Olivier BARBE, Director of « La vie au grand air », Vexin

Michèle CREOFF, Deputy General Director (vicedirector), General Council of Val de Marne

Aurore DANIEL, director of the Establishment for Educational Placement in Villepreux, PJJ

Jean-Luc DELPONT, psychiatrist, ITEP OVE, Rhône-Alpes

Gérard DOMMANGET, Executive Assistant, Childhood Home, Bourg en Bresse

Jean-Marc GRANGE, director of ITEP-SESSAD, OVE, Rhône Alpes

Christian GUEROULT, director of DAE, Val d'Aubette, Rouen

Sabine HERMANN, director of ITEP, Nîmes, member of the CA of the Air

Catherine JAKUBIEC, director of the Establishment for Educational Placement in Tourcoing, PJJ

Marie-Pierre MACKIEWICZ, Professor of Educational Sciences, IUFM Nord – Pas-de-Calais, in the ONED delegation.

Guy PATRIARCA, chief of services ASE, General Council of Ardèche, President of the network *Idéal* in ASE club.

Jean-Luc PICOT, psychologist, ITEP OVE, Rhône-Alpes

Gérard PORTIER, director of MECS « Les Glycines », ADAEAR, Lyon

Jean-Marie SIMON, chief of services in AEMO-ARSEA de Colmar, ADC

Mme SOUST-LATOUC, director of ITEP les Événements, Rivehaute, Hautes-Alpes

Alexandra TATON, educator, Mulhouse

Nicolas VALET, director of the Establishment for Educational Placement in (UEHC-UEAJ), Nogent-sur-Oise, PJJ

## **Bibliographic Review**

Éric DEBARBIEUX, Professor of university cooperation, Co-operative research team in Education and Training, Université Victor Segalen, Bordeaux II

Yves MONTROYA, Professor of Université Victor Segalen, Bordeaux II

Catherine BLAYA, Co-operative research team in Education and Training , Université Victor Segalen, Bordeaux II

Catherine MANCEL, Co-operative research team in Education and Training, Université Victor Segalen, Bordeaux II.

These works of research have been carried out with the financial support of the Directorate-General of Social Action and the National Observatory of Children in Danger.

VIOLENT BEHAVIOUR IN ADOLESCENT FOSTER CENTRES: PREVENTION AND RESPONSES.....	2
Overview .....	9
1. The working method .....	10
2. The scope of the recommendations .....	11
3. The general objectives .....	11
4. The guiding principles .....	12
5. Elements for implementing recommendations .....	13
Part I. Identifying, observing, analysing violence.....	15
1.1 Establishing meetings intended to reflect and to identify what is considered violence with the professional staff of the institution.....	16
1.2 Establishing discussion groups with adolescents intended to reflect and identify what is called violence .....	16
1.3 Conducting this reflexion with teams from other establishments .....	16
1.4 Involving partners in the identification work.....	16
1.5 Informing the supervisor authorities about the results of this labour .....	17
2. Observing, analysing violence .....	17
2.1 Identifying the establishment specific risks .....	17
2.2 Being attentive to the socio-emotional climate and to signs of damage .....	18
2.3 Distinguishing and describing the situations of violence.....	18
2.4 Installing an observation device to carry out a continuous analysis of the events previous to violence .....	18
2.5 Identifying solutions and inscribing them in a measurable action plan .....	19
3. Foreseeing protocols for internal and external information .....	19
3.1 Developing internal protocols for the treatment of situations of violence and for the diffusion of information .....	19
3.2 Providing protocols for external information .....	19
3.3 Ensuring regular updating and revision of protocols to enable their evolution according to different situations and their approach by the teams.....	20
3.4 Involving in a proper and adapted manner, staff, adolescents, families and partners in the development of internal protocols and procedures.....	20
3.5 Informing, in the different manners, the involved stakeholders.....	20
Part II. Providing basic safety .....	21
1. Providing basic safety through the organization and the operation of the establishment.....	21

1.1 Supporting professionals.....	21
1.2 Identifying and implementing ways of organization and operation of the establishment that contribute to the prevention of violence .....	23
2.1 Preparing the welcoming .....	26
2.2 Preparing the dismissal .....	29
2.3 Ensuring basic safety by taking into account the family environment .....	30
2.4 Ensuring the inclusion of social environment to prevent violence.....	33
Part III Implementing prevention and targeted interventions.....	35
1. Elaborating and sharing models and coordinating interventions.....	35
1.1 Elaborating and sharing theoretical and practical models.....	35
1.2 Working for the consistency of interventions.....	37
2. Implementing psycho-socio-educational measures for the prevention and treatment of violence .....	39
2.1 Promoting the use of an expanded vocabulary by the adolescent.....	39
2.2 Helping the adolescent to realize what is at stake for him in his relationships through his achievements and failures .....	39
2.3 Providing, if necessary, psychotherapeutic support .....	39
2.4 Establishing discussion groups where teenagers could talk about their problems and solve common situations .....	40
2.5 Aiming for change in adolescents' attitudes through interventions: acquisition of new social skills and changing of representations and behaviour.....	40
2.6 Dealing with adolescents separately in order to encourage them to solve their problems .....	40
2.7 Estimulating teenagers' responsibility by placing them in situations where they must make their own decisions instead of imposed ones.....	40
3. Preparing proper conditions of participation and mediation to prevent and deal with violence .....	41
3.1 Promoting a participative operation of the establishment.....	41
3.2 Involving adolescents in the elaboration and revision of the establishment operating regulations.....	41
3.3 Promoting the learning of the representation and setting the conditions for good functioning of the rules of social life.....	41
3.4 Conducting groups where adolescents can discuss about social dilemmas .....	42
3.5 Encouraging a collective analysis of the violent actions committed by adolescents	42
3.6 Putting into operation mediation teams.....	42
3.7 Promoting athletic and artistic activities and activities related to the use of new technologies .....	42

Part IV. Dealing with a situation of violence .....	43
1. Dealing with the crisis .....	43
1.1 Identifying the different phases of a crisis in order to adapt the professional responses .....	43
1.2 Measuring the severity of the situation .....	43
1.3 Assuming the responsibility corresponding to their post .....	44
1.4 Following the protocols for the treatment of violence and the protocols for information .....	44
1.5 Contention for protection and calm .....	44
1.6 Exceptionally, temporarily isolating the teenager from the group life.....	44
1.7 Offering physical and psychological support to the victims of the aggression .....	45
1.8 Considering the possible effects of the event on the other adolescents and if necessary, implementing protection measures.....	45
2. Dealing with the situation of violence after the crisis.....	46
2.1 Analysis of the violent action between the adolescents involved or between adolescents and professionals .....	46
2.2 Conducting « débriefing » and restoring procedures .....	46
2.3 Promoting reparation actions .....	46
2.4 Applying proportional and sensible sanctions respectful with the integrity of users .....	46
2.5 Framing reorientation measures.....	47
Changes of establishment should be organized while ensuring the continuity of support. They respond to an indication of reorientation. It is not advisable to use these measures as sanctions, as this will cause ruptures in the support that can often cause the repetition of the acting out.....	47
2.6 Analysing the situation helps to prevent the repetition of violent actions .....	47
Appendix. Bibliography .....	48

## Overview

The research works on the recommendations for good professional practices related to violent behaviour: prevention and responses within adolescent care centres were hired by the National Council of social and medico-social assessment (CNESMS), in partnership with the National Observatory of Children in Danger (ONED). They were continued and finalized by the National Agency for Evaluation of school quality and social and medico-social services (ANESM).

Nowadays, youth violence is undergoing a strong social concern. It is difficult to know if violent behaviour was more frequent and more serious previously or if it is the tolerance towards it which fell but anyway, it seems that this issue is one of the major concerns of social and medico-social establishments fostering adolescents.

Preventing and dealing with violence in these establishments is one of the essential ways to ensure the adolescents' welfare as well as favourable conditions for their development and protection. It is a condition to guarantee the rights and freedoms set forth in Article L. 311-3 of the Code of Social Action and Families, including those related to the respect of users' integrity and safety.

These recommendations concern adolescent fostering centres<sup>1</sup> and derive totally or partially from child protection: Children in Social Houses (MECS), public and private (with the associative sector investment) establishments for educational placement authorized by the Judicial Protection of Youth (PJJ), Closed Educational Centres (CEF), therapeutic, educational and pedagogical institutions.

---

<sup>1</sup> In compliance with the Article L312-1 of the Code of Social Action and Families.

They are addressed to the whole of professionals working in these centres. However, some of these recommendations are directly addressed to the managers of these establishments. They also concern young users of these institutions as they aim for ensuring their integrity and safety and they seek to involve them in the prevention and treatment of situations of violence. On this document, the word “adolescent” encompasses adolescents, children and young adults. Finally, these recommendations affect indirectly the managing bodies.

These recommendations are framed by the legislative and regulatory provisions, including the specific provisions for social and medico-social establishments on the prevention and treatment of violence as well as those in the general legal regime and related to offences against the person and property.

## **1. The working method**

The method used is the “formal consensus” which permits a mobilisation of the different stakeholders involved in the different phases of the process. This method consists in collecting and validating good professional practices by relying on the opinion of an evaluation committee which expresses its level of agreement or disagreement on a graded scale.

A steering committee has coordinated the research. The first phase consisted of a literature research conducted by a university team; the analysis of this bibliography was the subject of a summary report. Then a first set of draft recommendations were written on the basis of the literature arguments, practical experience and expertise of the members of the steering group. The draft recommendations were submitted for

assessment to an evaluation committee composed of seventeen qualified members representing the diversity of stakeholders involved in this issue. The recommendations endorsed by this committee are reflected in the present document.

## **2. The scope of the recommendations**

It was decided to not to give a definition of violence in favour of a more dynamic approach in daily practice as violence should be understood in terms of experience and feelings, with work on shared representations of violence.

Three types of violence linked by synergy effects and interactions are taken into account: the violence between users, the violence of the users with regard to professionals and the one from institutions to users. So, they are situations of violence produced by adolescents as well as produced by the institutions involved. The input key is to understand what happens in the transition from normality to the occurrence of the violent action but the link between “micro-violence” and this transition has been also studied. Voluntary damages against oneself (self-mutilations, suicide attempt...) are not included in the scope.

Whatever its meanings and the trails for individual comprehension of violence (“Fundamental” violence, “strategy against addiction, means to “feel alive”...), violence is discussed here within the context of educational support and practice carried out by professionals who are daily in charge of adolescents. Social approaches focusing on the adolescents’ environment do not fall within the scope of these recommendations.

## **3. The general objectives**

These recommendations aim for a reflection focused on the situations triggering violent actions and are intended to reintroduce the ability to think about them. Indeed, there is a risk of misbehaviour when the adolescent is unable to say things or be heard or even when a situation resonates with a previous trauma. In cases of temporary or permanent disability to intellectualize some situations, takes place a sort of thinking short-circuit.

These recommendations are designed to restore the thinking and elaboration in situations of violence, to make sense of what happened in order to bring out new opportunities for action. They also encourage establishing a state of institutional monitoring on violence issues.

These recommendations for good professional practices in the prevention and treatment of violence are not intended to take a favourable position for any of the theories developed about violence. The aim is to provide benchmarks on the adoption of suitable responses and the development of practices with a double purpose:

Allowing institutions to build their own responses according to the grounds presented in these recommendations and in the context of the specific task assumed by them.

Developing a culture of prevention and treatment of situations of violence at all levels in the organisation and for all the stakeholders involved.

#### **4. The guiding principles**

Two principles underlie the spirit of these recommendations:

Violence is not seen as an individual and isolated act; in consequence, prevention should be focused on the act within its context.

The aim of the treatment is not to prevent any occurrence of violence but to avoid the duplication of conditions that led to a violent situation. In this sense, the treatment takes part in the prevention as it allows analysing and understanding the situation of violence in order to identify opportunities for action.

The guiding principles and objectives adopted in the context of these recommendations result in the organisation of this document in four parts. The first part focuses on the approach to the issue by the institution, the second part includes the preventive aspects called “Generalists”, and the following sections are devoted to the targeted prevention of violence and the treatment of situations of violence.

## **5. Elements for implementing recommendations**

These recommendations are footholds and benchmarks intended to an implementation adapted to the needs and context of each establishment, particularly educational measures and judicial decisions, if required. They are not an exhaustive list of requests but tools for dialogue and responsibility at the service of reflection, action and evaluation.

Their implementation is based on the definition of priorities related to the institution’s reality. In order to ensure complementary action and interactions between the registers of work induced by these recommendations, it is important that these priorities make reference to each of the four sections presented below.

This will be an opportunity to determine the monitoring and the means of assess progress from year to year with regard to these recommendations.

## **Part I**

### **Identifying, observing, analysing violence**

This first part is particularly addressed to managers of institutions and recommends promoting a reflection on violence issues within the professional staff.

The identification of violence is a prerequisite. It is necessary to compare the representations of facts or situations qualified as violent, and build the capacity of thinking and exchanging. Such an approach aims to promote confidence in the exchange and build shared representations involved in the implementation of a preventive organisation.

This preliminary step is necessary as it conditions the observation and analysis of violence as well as the construction of protocols of prevention, treatment and information.

#### **1. Identifying violence**

Preventing and dealing with violence involves identifying previously what is considered violence.

It is advisable conducting a reflection on the definition of violence and identifying the types of violence involved, their causes and processes.

On this purpose, the following practices are recommended:

### **1.1 Establishing meetings intended to reflect and to identify what is considered violence with the professional staff of the institution**

These meetings should bring together the professionals of the centre to commonly identify what is considered violence by working on their representations, their experiences and on theoretical and legal definitions. This work helps to develop a shared comprehension of violence within the establishment, bearing in mind not to trivialize the issue and build a reflection in compliance with law.

### **1.2 Establishing discussion groups with adolescents intended to reflect and identify what is called violence**

It is important conducting discussion groups intended to help teenagers in the establishment to think and jointly identify what is perceived as violent by working on their feelings and on the analysis of violent occurrences and of the events precursors of violence. This allows a mobilization of teenagers on this subject and helps them to understand their concerns and the differences between these and those of professionals.

### **1.3 Conducting this reflexion with teams from other establishments**

This working modality makes possible a comparison of experiences and representations of violence and of the “thresholds of tolerance” implicit in the different establishments.

### **1.4 Involving partners in the identification work**

This approach offers the opportunity to develop, beyond the institution, a common language and a shared culture of violence and takes part in the development of a partnership working. Such a partnership, build in ordinary times, can be reactivated in times of crisis.

### **1.5 Informing the supervisor authorities about the results of this labour**

This practice allows a discussion on what is regarded as violence and a better understanding of mutual expectations on these sensitive issues.

## **2. Observing, analysing violence**

**The observation and analysis of violence are important for its prevention and lead to the development of monitoring tools. They allow restoring an elaboration work in team after violent actions and help to prevent the repetition of such actions by identifying the risk factors.**

### **2.1 Identifying the establishment specific risks**

It is recommended that the identification of the establishment specific risk was conducted and revised regularly by the staff as this approach helps prevention. It is particularly necessary to identify the risks of institutional abuse associated with vulnerability, possible pathology and with situations of the fostered adolescents and the organisation of support. It is thus to identify both “a priori” risk factors and risk factors of repetition.

## **2.2 Being attentive to the socio-emotional climate and to signs of damage**

Regular observation of the socio-emotional climate, that is to say, of the nature and quality of relationships within the institutions, paying attention to signs of damage, helps to maintain a state of alertness.

## **2.3 Distinguishing and describing the situations of violence**

Distinguishing situations of violence enables prevention and differentiated and adapted responses. Different types of identification are possible. For example, a distinction can be established between “chronicle and long-term situations of violence”, “endemic violence”, “those situations present in the everyday life of residents”, “the exceptional, brutal and sudden upsurges of physical, sexual and psychological violence”<sup>2</sup>. In addition, it is important to pay attention to introverted, non-visible violence, violence against the youth him-self as well as “micro-violence”.

## **2.4 Installing an observation device to carry out a continuous analysis of the events previous to violence**

The observation and analysis of critical events in the establishment by a working group is important for prevention. They are usefully documented by control dashboards and regular check-up.

Analytical methods may focus on the understanding of the series of events and the analysis of their sequence. Then, it is necessary to observe the nature of the events recorded their frequency, their links and their risk factors.

---

<sup>2</sup> See References - works by Paul Durning.

This observation also covers the induced changes in practices and organisation. Finally, these regular check-ups lead to re-examine the organization and procedures and to retain trails for improvement.

## **2.5 Identifying solutions and inscribing them in a measurable action plan**

It is recommended that the proposed solutions to address the causes of violence and to reduce risk factors are put into practice. The institution shall then decide based on the results of this experiment whether to integrate these solutions into an action plan for the fight against violence and to include them in the establishment's project.

## **3. Foreseeing protocols for internal and external information**

### **3.1 Developing internal protocols for the treatment of situations of violence and for the diffusion of information**

Different types of internal protocols can be developed: those aiming to bring violence to the attention of the management team, protocols for crisis management and protocols for solution of crisis. These protocols should define the collective or individual behaviour in a situation of violence. In particular, they recall the legal measures in terms of labour law and penalties and provide benchmarks for civil, criminal, administrative and insurance liability.

These establishment-specific protocols need to be assumed collectively and developed with all staff within the institution. This participative work has a preventive nature.

### **3.2 Providing protocols for external information**

These protocols serve to establish procedures for transmitting the facts both to the person responsible for the managing organization and to judicial and administrative authorities of this organization within the frame of the obligations defined by regulations in force. Pre-existing external protocols may be used.

### **3.3 Ensuring regular updating and revision of protocols to enable their evolution according to different situations and their approach by the teams**

It is important to continue the collective reflection and to ensure the approach to protocols in order to maintain vigilance with regard to the risk of violence.

### **3.4 Involving in a proper and adapted manner, staff, adolescents, families and partners in the development of internal protocols and procedures**

Stakeholder's involvement and participative elaboration have positive effects on prevention.

### **3.5 Informing, in the different manners, the involved stakeholders**

Fostered adolescents, families and partners are aware of the existence of referral protocols of the judicial and administrative authorities. This information has a preventive character.

## Part II

### Providing basic safety

A preventive approach to violence is necessarily part of a general dynamic of the institution and is connected to the concept of welfare<sup>3</sup>.

This section focuses on which factors in the organization and reception arrangements produce a feeling of security both in adolescents and in professionals.

#### 1. Providing basic safety through the organization and the operation of the establishment

##### 1.1 Supporting professionals

The scaffolding and reassurance of professionals is the institution's responsibility and they are involved in the prevention of violence. This scaffolding can take many forms.

On this purpose, the following practices are recommended:

- **Creating the necessary conditions to reassure professionals' postures**

This recommendation is based on the observation that an unsteady institutional framework generates insecurity within the professional staff, which is a potential source of violence.

- **Positioning the management team in the management of crisis situations and conflicts**

---

<sup>3</sup> See Recommendations for good professional practices "the welfare: definition and benchmarks for implementation" ANESM

The management team's role is to recognize and mediate in conflicts as it should take an important part in the resolution of crisis situations.

- **Promoting mediation practices between professionals**

Educational or organizational disagreements between professionals are risk factors. As such, it is recommended to implement mediation practices in case of conflict situations or lasting disagreement between professionals. Mediation focuses on how to manage a crisis, a situation of violence or an educational situation.

- **Offering a regular analysis of the practices developed**

The analysis of practices enables professionals to distance themselves from everyday life, not living situations of violence in an isolated way and build a collective reflection on these and on the adequacy of reactions.

- **Offering continuous training on the identification and comprehension of violence traffic and on the prevention and treatment of violence.**

This allows professionals to adapt their responses or consider the possibility of changing their strategy and jointly give meaning to their action.

- **Providing specific training to facilitate the adoption of reassuring attitudes with regard to teenagers**

The objective is to ensure a feeling of confidence and security in professionals. Attitudes of proper physical distance and non-violent composure boost this feeling of security and avoid the risk of "escalation". Training for learning of control techniques by personal acts and their use can optionally be organized.

- **Foreseeing a work organization able to avoid the installation of a continuous state of alertness**

Situations of continuous alertness are sources of stress, loss of vigilance and fatigue. It is recommended to organize work in a way that reduces these warning situations, particularly by establishing:

Work in pairs which allows the sharing of roles and mutual control of professional attitudes.

The necessary means to resort to personal not directly involved in the conflict, in case of abusive situations.

- **Creating devices to call for help**

It is recommended to create functional devices to call for help, known and respected by everybody, which can be activated in situations of crisis, in order to secure professionals.

## **1.2 Identifying and implementing ways of organization and operation of the establishment that contribute to the prevention of violence**

The very organization of the institution has an impact on the socio-emotional climate in the institution. The quality of the environment affects the quality of relationships. On the contrary, lack of organization or blurred and unstable organization can amplify tensions.

- **Organizing support in small units...**

An organization in "small" units allows providing support in small groups. Small units are more "containing." They avoid the amplification of group phenomena and make easier the participation of the adolescents in their environment (warm places ...).

- **Smaller units can take different forms...**

It may be small units within a larger facility, collective houses or apartments, taking into account obligations inherent in any judicial or administrative action and support needs of adolescents.

- **Controlling the composition of groups**

Based on an assessment of the situation of each youth fostered (knowledge of their vulnerability, way of expressing disorders, relational mode ...), it is recommended to ensure that the composition of the groups be made with regard to the risks of difficult "cohabitation" in a group. Regular assessments allow reconstructing the group if necessary.

- **Paying attention to the quality of meals and accommodation**

Quality of food and accommodation (arrangement and organisation of rooms ...) contributes to develop a climate of warmth and friendliness. It is also a mark of attention to supported users that has an effect on the socio-emotional climate.

- **Paying attention to the architectural setting with intimate spaces and places of appeasement**

An architectural framework of daily life with the possibility of calming places, places for gathering, intimate places, intermediate spaces, spaces to receive other people and which pay attention to comfort and decoration ... helping to create a climate with less tension.

- **Developing a plurality of places and spaces of intervention while ensuring security**

Interventions on different sites allow teenagers to move in a diversified space, and to differentiate more easily the time and place of the exempted interventions and to escape the feeling of "capture."

- **Ensuring the permanence and continuity of stakeholders**

In the organization of work, it is recommended to ensure the continuity of the relationship between adolescents and educators. This may well be the experience of permanence, predictability and reliability of relationships , which promotes a feeling of security.

- **Familiarising adolescents with the times of presence and availability of each of stakeholders**

It is recommended that every teenager can know the time attendance of each stakeholder, as it allows him to know when and to whom he can contact and he can develop by himself and an ability to anticipate and delay.

- **Building partnerships**

Inter- institutional linkages, especially with the Ministry of Education, child psychiatry and other institutions (for temporary stays and relays...) can guarantee the continuity and coherence of actions. In situations violence institutions should cooperate with supervisor authorities, occupational medicine, psychiatry, police authorities and with insertion and training partners in order to prevent abuse.

- **Encouraging the opening of adolescents outward**

It is recommended to promote the opening of teenagers on the outside<sup>4</sup> on the premises of culture and recreation on ordinary places of socialization, on the neighbourhood, allowing them to develop a plurality of participation locations.

- **Promoting the opening of the structure to the outside**

It is, opening the structure by training external stakeholders, receiving trainees, by association with university research groups, for example, to provide professionals with the opportunity of benefitting from an outside perspective on the operation of the structure.

## **2. Providing basic safety through individualized support**

### **2.1 Preparing the welcoming**

The preparation of the reception, even in situations of immediacy, promotes the adhesion of the adolescent to the project and prevents the risk of violence.

The purpose of the preparation is to enable the youth to understand the objectives of the support to give him the opportunity to project himself (making him feel part of the project). It is necessary to consider expression in terms of the adolescent. The quality of the reception and its preparation affects the quality of future relations.

The operating constraints of the institution does not justify a reception improperly prepared.

---

<sup>4</sup> In compliance with the constraints of any judicial or administrative action and the wishes of legal representatives.

- **Promoting the links between the different stakeholders of the past and present support**

It is important to allow the teenager and his family to establish the links between people previously met during the support and the new institution.

- **Assessing, when receiving, the risk of misbehaviour and the risk of institutional violence**

Upon reception, it is necessary to evaluate in a multidisciplinary way the situation of the adolescent, his career, incorporating the risk of violent behaviour and the risk of acting out, to define adapted methods to prevent and adjust support attention.

Particular attention should be paid to the transmission of information and to the knowledge of the case of the adolescent.

- **Clarifying with the adolescent and his family the specific goals of the support**

The objective refers to the elements present in the residence contract or in the individual document of support and in the "Project for the child" and the measures adopted, if any. The objective of the support should be re-discussed with the adolescent and his family in order to take into account their perception and understanding of the problem identified and of the measures adopted. This is to jointly define the specific goals, in a perspective of "co-intervention," involving the adolescent, his family and the institution. It is important to set clear objectives on changes requested to the youth and try to enforce reciprocal commitments. Goals that are too vague can be factors of misunderstanding, thus of violence.

- **Explaining the duration of the support and potential guidance after dismissal**

It is recommended to explain to the youth and his family the expected duration of support so as not to give the impression of a track without time limit. However, adolescent does not feel the deadline of the support as a rejection or abandonment. It is also necessary that the possibilities of orientation or extension of the support after dismissal be present.

- **Permitting the adolescent and his family, together or separately, to visit the facilities before the day of entry**

The adolescent may have experienced in his family situations of abrupt changes without explanation.

It is recommended that the institution does not repeat these situations by allowing adolescents to get an idea, in advance, of where he will live for a time. Furthermore, it is important for the family to be able to represent the living place of the adolescent, in accordance with court decisions. Naturally, this recommendation finds its limits in the emergency placements in the context of judicial measures.

- **Avoiding the preparation of the reception before the adolescent**

It is recommended to avoid preparation of this reception before the teenager; otherwise he would feel the sensation of being "expected" by management and peers.

- **Preparing the reception with other teenagers, further welcome by peers...**

This preparation by teenagers already resident promotes peer pressure and the development of the skills that this pressure generates. For teenagers in welcome position, this a chance to reflect on the progress made since their arrival at the institution.

This recommendation should be adapted with regard to the constraints of possible measures.

- **...While framing the involvement of the other adolescents**

It is recommended that the involvement of other teenagers can be properly framed because it can give too much responsibility to teenagers or promote leadership and boost the risk of control over the weak, for this reason it is essential to assess this risk with careful surveillance.

## **2.2 Preparing the dismissal**

Sudden changes experienced by adolescents are a source of insecurity and can have terrible consequences. They can generate acting out. Also the support to these changes should be a priority so as not to lose all the benefits of the support.

- **The end of support is anticipated and prepared with the youth in order to avoid a feeling of insecurity**
- **The operating constraints of the institution cannot justify a hurried or unprepared dismissal.**

It is essential that, in any case, the adolescent had time to "say goodbye" to his referent or to professionals who accompanied him in a special way.

### 2.3 Ensuring basic safety by taking into account the family environment

In order to understand and support the teenager, it is necessary to know its family context of life and work with his family. It is important to take into consideration this context, the consequences of separation, if any, and the realignment of family ties to support the youth and prevent violence. **The following recommendations should be considered in the light of the type of support set up, educational measures and court decisions, where appropriate.**

- **Using a non-stigmatizing vocabulary for the teenager and his family**

It is important not to disqualify his family in the eyes of the teenager.

- **Establishing an exchange device with family**

This device involves formalized and regular times of exchange between school and family, which should be known to all, in order to promote family involvement in the co-construction of actions in real time.

- **Facilitating the direct expression of parents**

It is advisable developing all internal and / or external resources to facilitate the direct expression of parents, for example, in speech groups structured and moderated by trained professionals.

- **Fostering the opening of the institution to parents and their reception while framing family visits in the establishment**

The opening of the institution to the family and the development of warm spaces for visits can help reduce tensions linked to a possible separation. However, meetings and free coming of the family can be destabilizing for

the teenager, for other teenagers and for professionals. Therefore visits are supervised and the arrival of parents in the institution meets a specific and containing frame.

- **Ensuring the appropriateness of the organization of the substitution of family functions, where applicable.**

The quality of care and support is also related to the suitability of the organization of the substitution of family functions. This substitution is based on the division of tasks between professionals within the institution, but also on the distribution of educational functions between professionals and parents. It should in this context to identify those functions that can be exercised by parents, which is explained to the youth and their parents in order to clarify everyone's roles.

- **Paying particular attention to the organization of weekends and visits by relatives taking into account the needs and wishes of the adolescent**

The youth should be involved in the development of the schedule of weekend return to the family and visits. Its approval is desired, while referring to the nature of the orientation and the frame of measures.

- **Paying attention, if applicable, to the organization of contacts with siblings**

The adolescent may need, to rebuild himself, share moments with his brothers and sisters. However, contacts with siblings can remind the youth about traumatic events and lead to the repetition of a communication mode based on violence. Also according to the problem of the adolescent (and depending on the requirements of measures, if applicable) the

institution may suggest the parents or a judge a management of contacts with siblings for supporting it or supervising or suspending it temporarily.

- **Promoting permanent links with the people who is important for the adolescent**

Identifying and promoting the maintenance of links between adolescent and external people who is important for it helps to develop the continuity and stability of relationships, while discontinuities may develop a sense of isolation and insecurity. This recommendation should be considered in relation to the obligations of the measure plan.

- **Preparing time for reflection and elaboration with the teenager on its family situation**

Before and after visits, or after the weekend, the teenager has the opportunity to express its impressions and emotions in order to reflect with a professional these about these experiences. Throughout the treatment, the young person can save some individual time; this reflective space allows it to work with the teacher on his family situation.

- **Arranging a space for reflection for the teenager and his family, together or separately**

Preparing time with the family, either in presence or absence of the teenager to work about family problems and give a meaning to the support, ensuring a co-construction of this one and not an imposition of meaning by the professional.

- **Evaluating, if appropriate, if a separation is necessary (in the case of non-child protection institutions)**

In the case of non-child protection institutions such as ITEP, it is considered whether or not a temporary separation from the family is necessary and if a continuous foster care is helpful. Separations and foster hosting are not a result of the lack of close appropriate structures.

#### **2.4 Ensuring the inclusion of social environment to prevent violence**

More generally, it is recommended to take into account the social context and environment of the adolescent and family to adapt the support and prevent the risk of violence. These risks may be related to either the breaking of the teenager with the environment or to the intrusion of the latter in the adolescent's life in the establishment. Therefore, the teenager would need to be protected.

- **Knowing the social context of the family and the adolescent**

Knowing the context of the adolescent: life, culture, values... helps to better understanding and gives the teenager the feeling of being respected, which helps to prevent tension.

- **Being attentive to the aspirations and personal beliefs of the adolescent in relation to its environment**

So, this is encouraging an identification and expression of the adolescent's own references and thereby its ability to develop a personal thought and autonomy.

- **Identifying the adolescent's social networks of belonging**

Tracking the teenager's links of sociability, family and friendship allows considering whether they are beneficial to the young person or if it appears better to avoid them.

- **Taking into account the socio-economic situation of the teenager's family**

It is, in particular, by knowledge of the situation in relation to employment and of financial situation, that concrete material conditions of work with the institution can be evaluated and provided (eg. Transport tickets ...).

## Part III

### Implementing prevention and targeted interventions

Working on the problems of institutional abuse comprises a double need: to be sufficiently engaged with the practical matters posed by situations of violence, and be well away from these sensitive realities. Relying on conceptual and methodological benchmarks enables collective work and readjustment of practices.

Three complementary components are developed in this part, the recommendations relating to the approach of these theoretical guidelines and their practical implementation of social and educational strategies specifically devoted to the problem of violence.

#### 1. Elaborating and sharing models and coordinating interventions

This section focuses on the theoretical references and the organization of interventions and psycho-socio-educational strategies to prevent and deal with violence. Particularly, this is about promoting, among professionals, an understanding of the situations and benchmarks for practice and, in adolescents, a better comprehension of their life situation and a change in their operation in terms of social interaction and communication.

##### 1.1 Elaborating and sharing theoretical and practical models

- **Educational strategies, well-known, shared and developed by the professionals involved participate both in the quality of interventions and in the prevention and treatment of violence**

The inconsistency of educational responses, the lack of reliability and predictability of adult reactions boosts the risk of emergence of violent reactions. Explicit educational strategies, explained, written and notified, give reassurance to professionals, parents and adolescents and are a factor of peaceful relations.

- **Settle the terms of a debate on the adequacy of practices**

Exchanges within the institution, among all stakeholders, allow the put in question and the improvement of the quality of practices. They stimulate the work around the topic of violence.

- **Being attentive to the integration of new skills and tools adapted to changes, needs and practices, without exclusion of the theoretical references (psychodynamic, cognitive-behavioural, and cognitive-developmental).**

- Psychodynamic theoretical references are tools at the service of professionals to understand and analyse situations of emergence and resolution of violence as well as their prevention. Psychodynamic approaches are also important to ensure the mental health care of users.
- Cognitive-behavioural and cognitive-developmental, theoretical and practical references emphasize action projects adapted to each adolescent. Their aim is an evolution of the situation by working on behaviour and relying on the cognitive and emotional functions of the person.

These different theoretical references are not mutually exclusive. It is recommended that professionals are attentive to the integration of new

skills and tools adapted to the changing needs and practices, while ensuring the consistency of the whole care.

## 1.2 Working for the consistency of interventions

Interventions refer to different dimensions: educational, pedagogical, therapeutic and social. Complementarity and coherence between all these dimensions and the cohesion within the team are essential, as factors of stability for both teenagers and staff. This consistency contributes to the prevention of violence.

The "therapeutic" dimension of the institution here refers to his "containing" function. This function shall be guided in particular by the flow of speech, the ability of continuous analysis, the permanent readjustment of actions, the collective dimension of reflection and development projects. Educational interventions are fully integrated in this dimension of the establishment.

- **Coordinating educational interventions with other dimensions of support**

Educational interventions feed on other interventions (educational, therapeutic and social) and make them more effective. Educational interventions make easier the access or the necessary preparations to schooling or training. They aim to facilitate access to any mental or physical care.

- **Ensuring the articulation of interventions supplied individually with those delivered collectively, within the project of support to the adolescent**

- **Providing time for individual support**

The needs of the individual educational care are considered essential and are assured. They contribute to the construction of otherness and personal security. The troubled teenagers in group situations benefit from support which takes into account these difficulties, emphasizing the individual relationship if necessary.

- **Providing time for collective support**

Providing time for collective interventions is a lever for educational strategies. The dimensions of the group and of the confrontation with the requirements of collective life are essential factors to the learning of socialization and the integration of rules.

- **Ensuring continuity and adaptation of support**

The organization of the institution provides continuity and adaptation of support to the individual needs of adolescents. This continuity is ensured mainly through the alternation of activities. Individual or collective educational time can be provided to the teenager who is no longer able to remain in an activity. Non-schooling teenagers can be received during the day and be provided with activities or support.

- **Planning and evaluating interventions**

The planning of interventions and its regular evaluation play a role in the prevention of violence in the sense that they allow users to understand better the objectives and the framework for action and have the guarantee to see the evolution of interventions if they prove to be inadequate after its evaluation.

Finally, it is recommended to organize interventions within a project of action which specifies priorities and to plan the evaluation of the impact of measures and support. This evaluation permits the adaptation of support, if necessary.

## **2. Implementing psycho-socio-educational measures for the prevention and treatment of violence**

Psycho-socio-educational activities allow teens to work in a reflexive way about their cognitive patterns and behaviours and thus contribute positively to the prevention and treatment of violence. These activities can take different forms.

### **2.1 Promoting the use of an expanded vocabulary by the adolescent**

Weak language resources can hinder the implementation and the quality of relationships, and the difficulties of verbalization may bring about acting out in adolescents.

### **2.2 Helping the adolescent to realize what is at stake for him in his relationships through his achievements and failures**

One of the main objectives of the educational action is promoting the adolescent's capacity of thinking about the springs of his behaviour and attitudes.

### **2.3 Providing, if necessary, psychotherapeutic support**

The support includes psychotherapeutic care if necessary. It is then provided regularly within or outside the institution. It helps the adolescent in the psychic elaboration about his living situation, history.

## **2.4 Establishing discussion groups where teenagers could talk about their problems and solve common situations**

Discussion groups gathering adolescents, organized and led by professionals trained for this purpose, promote the expression and the search for common solutions. For this reason, they can help to ease tensions.

## **2.5 Aiming for change in adolescents' attitudes through interventions: acquisition of new social skills and changing of representations and behaviour**

Comprehension of adolescent's mental functioning is necessary but not enough to mobilize the youth to change their attitudes and behaviour. Interventions can target priority changes (acquiring new social skills, changing representations, behaviours) and favouring the living together.

## **2.6 Dealing with adolescents separately in order to encourage them to solve their problems**

It is important that the teenager raises awareness of his own "limiting thoughts" and his automatic thoughts related to the event, so as they can be replaced by other modes of reasoning and an applicable solution to the concrete situation.

## **2.7 Estimulating teenagers' responsibility by placing them in situations where they must make their own decisions instead of imposed ones**

This is how, in the preparation of his dismissal, the youth may be sustained in his efforts of research for work or housing.

### **3. Preparing proper conditions of participation and mediation to prevent and deal with violence**

Adolescents' participation and mediation help to prevent conflict and violence. Giving them the opportunity to express their point of view helps to soothe tensions and develop the feeling of shared responsibility.

#### **3.1 Promoting a participative operation of the establishment**

Creating a participative operation, based on a principle of equity where everyone contributes to the approach or the creation of common rules of life and the devices to guarantee their observation, places adolescents in a position to negotiate with their peers in a real taking of responsibility.

#### **3.2 Involving adolescents in the elaboration and revision of the establishment operating regulations**

The participation in the development of regulations for operation, thinking about the rights, duties and obligations of each fosters the development of moral reasoning and responsibility.

#### **3.3 Promoting the learning of the representation and setting the conditions for good functioning of the rules of social life**

Allowing the youths' participation in the life of the establishment, giving them the possibility to express his point of view, within the framework of the rules of social life can ease the tension, if this point of view is properly taken into account in the context of reflexive interaction with professionals. This action leads to the learning of representation and responsibility

### **3.4 Conducting groups where adolescents can discuss about social dilemmas**

Actions and reflection with teenagers encouraging their mobilization shall be promoted. On this purpose, discussion groups with peers on social dilemmas can be suggested to develop moral reasoning. These groups may be led by an external stakeholder to facilitate freedom of speech by adolescents. So that they can realise of the benefit of these groups, it is necessary that they can try out democratic rules within the institution (eg. at the time of the implementation of the rules of social life, with the learning of representation or in discussion groups).

### **3.5 Encouraging a collective analysis of the violent actions committed by adolescents**

The collective analysis of violent acts by the group of teenagers, with the possibility of graduation of acts in reference to the rules of operation, is interesting.

### **3.6 Putting into operation mediation teams**

The implementation of regular and accessible mediation teams between adolescents and professionals helps to prevent and deal with violence.

### **3.7 Promoting athletic and artistic activities and activities related to the use of new technologies**

The implementation of such activities encourages the displacement from violence to items socially valued and involved in the construction of self-esteem. This is part of the personalized project.

## Part IV

### Dealing with a situation of violence

These recommendations focus on the close interaction between the prevention and treatment of violence. They are organized into two parts: on the one hand, the actual treatment of the violence in its different stages and on the other hand, the preventive work on the situation of violence treated.

#### 1. Dealing with the crisis

In the treatment of the situation of violence and crisis, several steps can be distinguished.

##### 1.1 Identifying the different phases of a crisis in order to adapt the professional responses

Different phases are observed in the course of a crisis. Particularly, the following sequence can be identified<sup>5</sup>: appearance, development, disorganization, decompression (relief) and recovery. This identification proves to be operational since each phase results in a specific treatment which is simultaneous with an anticipation of the next phase.

##### 1.2 Measuring the severity of the situation

It is recommended for this purpose to build common indicators to assess the severity situations (emergency micro-incident, serious incident) and

---

<sup>5</sup> See Bibliography: BEAUMONT (C.) & SANFACON (C.).

therefore of the responses to provide (educational intervention cropping, relay, direction).

### **1.3 Assuming the responsibility corresponding to their post**

In the management of violence, each participant shall assume authority at their own place. Authority levels are differentiated and legitimized according to the functions.

### **1.4 Following the protocols for the treatment of violence and the protocols for information**

Taking as reference the protocols of treatment of violence developed collectively violence and, if necessary, protocols for information to the authorities in accordance with the requirements set by the regulations in force for the referral to the judicial and administrative authorities and police or gendarmerie.

### **1.5 Contention for protection and calm**

In emergency situations, it is necessary to hold those who commit the acting out. The act of containment will be carried out not in a spirit of domination but of appeasement, avoiding brutality, humiliation, and eroticisation. This act of containment is followed by a verbalisation and a reflection.

### **1.6 Exceptionally, temporarily isolating the teenager from the group life**

Exceptionally, it is necessary to temporarily isolate a person who commits a serious act in a particular place for appeasement; isolation is not understood as a punishment but as a time for appeasement. Terms of

decision making and isolation are explained in crisis management protocols.

The isolation has a short duration and the adolescent is accompanied during this time. Some written tracks on the issue are left. Immediately, the teenager will speak again about the fact. Outside of these situations and conditions, isolation is prohibited.

### **1.7 Offering physical and psychological support to the victims of the aggression**

It is essential to provide first aid, prevent the family and appoint a referent to support the person throughout the procedure (medical diagnosis, submission of complaints) and offer support and psychological support to victims of aggression whether professionals or users.

### **1.8 Considering the possible effects of the event on the other adolescents and if necessary, implementing protection measures**

In cases of violence between teenagers, protective measures may be essential, such as the temporary or permanent change of housing or establishment. Measures for protection of the informer and third parties involved are planned. They allow, if necessary, preventing the spread of violence.

## **2. Dealing with the situation of violence after the crisis**

### **2.1 Analysis of the violent action between the adolescents involved or between adolescents and professionals**

The analysis of violence is paramount. Several methods can be used including the recourse to a written description (circumstances, causes, feelings) by the people concerned (professional and adolescents or adolescents among them) with the testimonies of the author of the act, the victim, witnesses. Description and analysis are framed and refocused, if appropriate, by the management team or the educational team.

### **2.2 Conducting « débriefing » and restoring procedures**

Restoration actions must lead the person who committed a serious offense to take into account the experience and representation of the victim, and to repair his act for the group of adolescents on the one hand, and the team of professionals on the other hand.

### **2.3 Promoting reparation actions**

Actions of material and social repair need to be supported and promoted. After material damage, participation in repair workshops (for example, workshop of maintenance of general services) should be encouraged. After attacks against people, repair actions are also encouraged.

### **2.4 Applying proportional and sensible sanctions respectful with the integrity of users**

They are evaluated as a team and decided by the legitimate authority, taking as reference the elementary rules for coexistence and the

operation regulations (including provisions in this context relating to the right to defence and to adversarial debate).

The penalties shall be proportionate to the act; it is recommended that they take sense with regard to the punished act.

Sanctions shall respect the integrity and security of people and cannot violate fundamental freedoms.

### 2.5 Framing reorientation measures

**Changes of establishment should be organized while ensuring the continuity of support. They respond to an indication of reorientation. It is not advisable to use these measures as sanctions, as this will cause ruptures in the support that can often cause the repetition of the acting out.**

### 2.6 Analysing the situation helps to prevent the repetition of violent actions

The aim is to provide a shared analysis of the situation and its context (supported on hearings and written notes). This analysis leads to the questioning of practices, educational attitudes, procedures and protocols and their level of knowledge and approach by the professionals. This analysis should be followed by the formulation of attention points and the construction of an action plan. This treatment of the situation helps to prevent new situations of violence.

## Appendix

### Bibliography

#### 1. Official texts

Law No. 98-468 of June 17, 1998 on the suppression of sexual offenses and child protection.

Law No. 2002-02 of January 2, 2002, renewing social action and social care (JO of January 3, 2001 , p 124 ) .

Law No. 2007-293 of March 5, 2007 the reform of child protection.

Law No. 2007-297 of 5 March 2007 on the prevention of crime.

Circular No. 98-275 DAS May 5, 1998, on the consideration of situations of child abuse within the social and medico-social context.

Circular No. 2001-306 of July 3, 2001 on the prevention of violence and abuse and sexual abuse in social institutions and medico-social housing of children or vulnerable people.

Circular DGAS/SD2/2002/265 April 30, 2002 on the strengthening the procedures for the management of cases of child abuse and sexual abuse of children and vulnerable adults housed in social and medico-social structures.

Convention on the Rights of the Child, United Nations, November 20, 1989 (ratified in 1990 ) .

Convention on the Exercise of Children's Rights, Council of Europe , January 25, 1996 .

## 2. Books and articles by theme

### 2.1 Adolescence and violence

#### ■ Works

BAUDRY P. (1987). *La violence féconde: la dynamique sociale des arts martiaux*. In HELLBRUNN (R.), PAIN (J.) (1987). *Intégrer la violence*. Vigneux: Matrice.

BEAUDOIN (S.), et al. (1997). *Situations familiales des jeunes suivis pour troubles de comportement sérieux*. Quebec: Research centre on community services – University Laval.

BOWEN (F.), et al. *La compétence sociale comme déterminant de la santé et du bien être des enfants et des jeunes*. In Hamel (M.), *Nous serons bien mieux! Les déterminants de la santé et du bien être des enfants d'âge scolaire*. Quebec: Les Publications du Québec.

CHARTIER (J.-P.) (1991). *Les adolescents difficiles. Psychanalyse et éducation spécialisée*. Paris :Dunod.

CORNELL (D.G.) (1999) *What Works in Youth Violence Prevention*. In Cornell (D.), et al. (1999). *Youth Violence Prevention in Virginia: a Needs Assesment*. Virginia Department of Health.

CUSSON (M.) (2002). *Prévenir la délinquance. Les méthodes efficaces*. Paris: PUF. Collection *Criminalité internationale*.

DEBARBIEUX (E.) (2002). *L'oppression quotidienne, enquêtes sur une délinquance des mineurs*. Paris : La Documentation française.

DUMAS (J.E.) (2000). *L'enfant violent, le connaître, l'aider, l'aimer*. Paris: Bayard.

- FILLIEULE (R.) (2001). *Sociologie de la délinquance*. Paris, PUF.
- FORTIN (L.), BIGRAS (M.) (1996). *Les facteurs de risque et les programmes de prévention auprès d'enfants en troubles de comportement*. Quebec: Behaviora, Eastman.
- GAGNON(C.), et al. (2005). *Le trouble oppositionnel avec provocation et le trouble des conduites*. In MASSE (L.) et al (2005) *Les troubles du comportement à l'école: Prévention, évaluation et intervention*. Montreal: Gaëtan Morin.
- GOFFMAN (E.) (1972). *Les rites d'interactions*. Paris: Minuit.
- HAYEZ (J-Y.) (2007). *La destructivité chez l'enfant et l'adolescent*. Dunod 2e éd.
- PIAGET (J.) (1932). *Le jugement moral chez l'enfant*. Paris: Alcan.
- REY (C.) (2000). *Violences institutionnelles. Les adolescents face à la violence*. Paris: Syros.
- RUBI (S.) (2005). *Les Crapuleuses. Délinquance et déviance des filles de quartiers populaires*. Paris : PUF.
- SAINT-JACQUES (M.), MCKINNON (S.), POTVIN (P.) (1999). *Les problèmes de comportement chez les jeunes: Comprendre et agir efficacement*. Sainte-Foy: University Laval – Research centre on community services.
- SURGEON GENERAL (2004). *Youth Violence: A Report of the Surgeon General*. Virginia Commonwealth University.
- TREMBLAY (R.), ROYER (E.) (1992). *L'identification des élèves qui présentent des troubles du comportement et l'évaluation de leurs besoins*.

Quebec: Government of Quebec- Directorate of ancillary services and school adjustment.

#### ■ Articles

FABRE (M.) (1996). *L'enfant, la violence et les institutions. 50e anniversaire de l'UNICEF. Journal du droit des jeunes*, November 1996, n°159, pp 39-41.

FORTIN (L.), BIGRAS (M.) (2000). *La résilience des enfants : facteurs de risque, de protection et modèles théoriques. Revue Européenne de Pratique Psychologique*, Vol. 1, pp. 49-63.

ROLAND (E.), IDSOE (T.) (2001). *Aggression and Bullying. Aggressive Behaviour*, n° 27, pp 446-462.

## 2.2 Violence and institution

#### ■ Works

BAUDRY (P.), LAGRANGE (C.) (1994). *L'institution, la violence et l'intervention sociale*. Vigneux: Matrice.

BORREL (S.), et al (1997). *Violence d'enfants, violence d'adultes, violences institutionnelles, violence sociale*. Genève: Repères.

BOULESTEIX (J.-M.), FALQUE (E.) (1985). *Institutions et violence. Les difficultés des enfants handicapés dans les internats ou des familles d'accueil*. Paris: Anthropos.

BOYER (A.) (2001). *Guide philosophique pour penser le travail éducatif et social, vol.2. L'institution et la violence*. Paris: Eres

CREAI Rhône-Alpes, CORBET (E.) (Coord.) (1992). *Violences en institutions, 1.Repères*. Lyon: Édit.Médiasocial.

CREAI Rhône-Alpes, CORBET (E.) (Coord.) (1995). *Violences en institutions, 2.Outils de prévention*. Lyon: Édit. Médiasocial.

CUSSON (M.) (1971). *La vie sociale des jeunes délinquants en institution*. Montreal: School of Criminology, University of Montreal.

DANANCIER (J.) (2000). *La violence dans les établissements sociaux*. Paris: Dunod.

DURNING (P.) (1998). *Toute institution accueillant des enfants est-elle potentiellement maltraitante? Maltraitances institutionnelles*. Paris: Fleurus.

DUYME M. (1987). *Mauvais traitements institutionnels*. Paris: Science Libre.

GRECO (J.) (1991). *Enquête sur la sensibilité des éducateurs spécialisés à leur violence*. In CORBET (E.) (Coord.) *Violences en institutions 1-Repères*. Lyon: CREA Rhône-Alpes.

KAES (R.) (1987). *Penser l'institution dans le champ de la psychanalyse. En L'institution et les institutions*. Paris: Dunod.

LAGRAULA-FABRE (M.) (2005). *La violence institutionnelle. Une violence commise sur des personnes vulnérables par des personnes ayant autorité*. Paris: L'Harmattan.

LAMBERT (T.) (1985). *Les sévices institutionnels: analyse thématique. 4e congrès international sur les enfants maltraités et négligés*. Paris: CTNERHI-PUF.

RUBELLIN-DEVICHI (J.) (2005). Preface. In LAGRAULA-FABRE (M.) *La violence institutionnelle. Une violence commise sur des personnes vulnérables ayant autorité*. Paris: L'Harmattan.

SCHROD (H.) (2000). *Et si on parlait de la violence des intervenants : regards dans les coulisses du théâtre des bonnes intentions*. En SERON (C.), DENIS (C.) (2000) *Violence subie, violence agie*. Paris : Jeunesse et droit.

SELLENET (C.) (2001). *Avoir mal et faire mal: approche des violences en famille et en institution*. Revigny-sur-Ornain: *Hommes et perspectives*.

SILVESTRE (M.), CHRISTEN (M.), HEIM (C.) (2004). *Vivre sans violences? Dans les couples, les institutions, les écoles*. Toulouse: Erès.

TOMKIEWICZ (S.), VIVET (P.) (1991). *Aimer mal, châtier bien: enquête sur les violences dans les institutions pour enfants et adolescents*. Paris: Seuil.

TOMKIEWICZ (S.) (1993). *Violences institutionnelles*. En *L'enfant maltraité*.

STRAUS (P.) (Dir.), MANCIAUX (M.). Paris : Fleurus.

#### ■ Artículos

AVANZINI (G.) et al. (1999). *Les violences éducatives*. Cahiers Alfred Binet, n°661, 169 p.

BENGHOZI (P.) (2001). *La partie émergée de l'iceberg*. *Actualités Sociales Hebdomadaire*, 2 February , 2001, n°2200.

CHRISTEN (M.) (1998). *Vers un fonctionnement non-violent des institutions*. *Thérapie familiale*. vol. 19, n°2, pp109-121.

CREOFF (M.) (2001). *Lutte contre les violences institutionnelles: un engagement de la puissance publique*. *Journal du droit des jeunes*. November 2001, n° 209, pp. 32-34.

DURNING (P.) (1983). *La violence des adultes en internat: une réaction révélatrice d'une perturbation du climat socio-émotionnel*. *Vie sociale et traitements*, December 1983, n°149.

DURNING(P.) (1992). *Conditions psychosociales de l'émergence des violences dans les institutions éducatives résidentielles*. *Sauvegarde de l'Enfance*, n° 3-4, pp 288-305.

DURNING (P.) (1997). *Maltraitance familiale, maltraitances institutionnelles: similitudes et spécificités*. *Les cahiers de l'Actif*, January-February 1997, n°248/249.

GAILLARD (J.-P.) (1999). *Institution et violence: une lecture systémique*. *Thérapie familiale*, vol. 20, n°4, pp 371-389.

HELFTER (C.) (2002). *Lutte contre les violences institutionnelles: Promouvoir une culture de la vigilance*. *Actualités Sociales Hebdomadaires*, 13 December 2002, n° 2289, p. 19. *Journal du droit des jeunes* (1998).

*Violences institutionnelles*. *Journal du droit des jeunes*. September 1998, n°177, pp. 5-18.

*Journal du droit des jeunes* (2001). *Cohérence des interventions et violence dans les établissements sociaux*. *Journal du droit des jeunes*. February 2001, n°202.

KAMMERER (P.) (1996). *Violence et institution à l'adolescence: Travailler à partir des passages à l'acte*. *Dialogue*, n° 131, pp. 69-91.

KLAJNBERG (M.) (1994). *Les violences en institution. Journal des droits des jeunes*, December 1994, n° 140, pp 6-13.

KLAJNBERG (M.) (1997). *Violences institutionnelles: quelques réflexions en vue d'une meilleure prévention. Les cahiers de l'Actif*, January-February 1997, n°248/249.

LAGRAULA-FABRE (2005). *La violence institutionnelle dans les établissements sociaux et médico-sociaux, une question de droit ? Revue de droit sanitaire et social*, January-February 2005, vol. 41, n°1, pp110-127.

NAUDIN (O.) (1998). *Encore des violences institutionnelles. L'école des parents*, April 1998, n° 4, pp 60-63.

NAHOUM-GRAPPE (V.) (2002). *Violence explosive, violence déjouée. Situations de violence dans un lieu d'hébergement de la Protection Judiciaire de la Jeunesse. Esprit*, December 2002, n°12.

PAIN (J.) (2000). *La violence institutionnelle? Aller plus loin dans la question sociale. Cahiers critiques de thérapie familiale et de pratiques de réseaux*, n° 24, pp 133-155.

PIERON (J.-P.) (2004). *La violence institutionnelle : violence dans l'institution ou violence de l'institution? Bulletin d'informations du CREAL Bourgogne*, March 2004, n° 235.

PLANTET (J.) (1999). *Un rapport sur les maltraitances en institution. Lien social*, 8 July 1999, n° 494.

ROSENCZVEIG (J.-P.) (1997). *Les violences en et par les institutions de l'enfance. Les cahiers de l'Actif*, January-February 1997, n°248/249.

SABALOS (P.) (1990). *Usure des personnels et effets institutionnels. Lien social*, n°67.

Specialized social service for safeguarding childhood and adolescence of the Val-d'Oise. *Victimes des institutions. Informations sociales* n°2.

THIEFAINE (P.) (2003). *Les violences institutionnelles*. Bulletin of CREAL Bourgogne, May 2003, n°226, pp 9-18.

TREMINTIN (J.) (1998). *De la maltraitance à la « bienveillance » des jeunes en institution. Lien social*, 26 February 1998, n°431.

TOMKIEWICZ (S.) (1992). *Violences institutionnelles. Journal du droit des jeunes*, November 1992, n°119.

TOMKIEWICZ (S.) (1994). *Les violences institutionnelles. Handicaps et inadaptations. Les cahiers du CTNERHI*, January-March 1994, n°61.

TOMKIEWICZ (S.) (1998). *Les conséquences des violences institutionnelles. Enfance majuscule*, December 1998-January1999, n°44, pp 26-32.

TRAUBE (R.), VILLAT (J.-M.) (2002). *Violence de l'adolescent, contreviolence de l'institution. Psychothérapies*, vol. 22, n°3, pp.167-173.

TREMINTIN (J.) (1998). *Pédophilie et professions éducatives. Journal du droit des jeunes*, September 1998, n°177.

## 2.3 Professional Practices

### ■ Works

ARBUTHNOT, (J.) (1992). *Socio moral reasoning in behavior-disordered adolescents: cognitive and behavioral change*, in Mc CORD (J.) y

TREMBLAY (R. E. ) (dir.), *Preventing antisocial behavior: interventions from birth through adolescence*, New York, The Guilford Press.

ARTAUD (G.) (1989). *L'intervention éducative. Au-delà de l'autoritarisme et du laisser-faire*. Ottawa: Presses de l'université. 190 p.

BANDURA (A.) (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Upper Saddle River: Prentice-Hall Inc.

BAUDRIT (A.) (2006). *L'apprentissage coopératif*. Bruxelles: De Boeck.

BEAUMONT (C.), SANFAÇON (C.). *L'intervention en situation de crise*. In *Les troubles du comportement à l'école: Prévention, évaluation et intervention*. Montréal: Gaëtan Morin.

CORBET (E.) (1995). *Première esquisse d'un guide méthodologique. Violences en institution 2: outils de prévention*. Lyon: CREA Rhône-Alpes, Édit. Médiasocial.

COUTURE (C.), NADEAU (MF) (2005). *Les méthodes d'intervention comportementales* in MASSE (L.), DESBIENS (N.), LANARIS (C.) (2005). *Les troubles du comportement à l'école. Prévention, évaluation, intervention*. Montreal : Gaëtan Morin.

CREAI Languedoc-Roussillon (2001). *La violence parlons-en. Guide des bonnes pratiques. Action formation 2001-2002*.

CREAI Rhône-Alpes (2006). *Processus de prévention et de gestion des situations de violences en institutions*.

DIONNE (J.), SAINT-MARTIN (N.) (2005). *Le développement du raisonnement moral*. In MASSE (L.), DESBIENS (N.), LANARIS (C.) (2005), *Les troubles du comportement à l'école*. Quebec: Gaëtan Morin.

DURNING (P.) (1986). *Éducation et suppléance familiale: psychosociologie de l'internat spécialisé*. Paris : PUF.

FUGITT (E.), (1984). *C'est lui qui a commencé le premier : activités d'entraînement au choix, à l'autodiscipline et à l'estime de soi*. Sainte-Foy: Centre for Integration of the person.

FUSTIER (P.) (1999). *Le travail d'équipe en institution. Clinique de l'institution médico-sociale et psychiatrique*. Paris: Dunod.

GABEL (M.) (1998). *Le difficile partenariat des professionnels. Une maltraitance institutionnelle indirecte? Maltraitances institutionnelles. Accueillir et soigner les enfants sans les maltraiter*. Paris: Fleurus.

GLASSER (W.) (1971). *La thérapie par le réel, la « reality therapy »*, Paris: Édition française EPI, collection Hommes et Groupes.

GOTTFREDSON(D.C.) (2003). *School-based Crime Prevention*, in SHERMAN (L.W.), et al. (2003). *Evidence-Based Crime Prevention*. London and NewYork, Routledge.

GOUPIL (G.) (2004). *Plan d'intervention, de service et de transition*. Montreal : Gaétan Morin Éditeur.

GUILLAUME (J.) (1987). *Pour une stratégie de la violence en institution*. In HELLBRUNN (R.), PAIN (J.) (1987). *Intégrer la violence*. Vigneux: Matrice.

HADJIISKY (E.), et al. (1993). *Du cri au silence: Attitudes défensives des intervenants médico-sociaux face à l'enfant victime de mauvais traitements*. CTNERHI, coll. Flash information, 2e éd.

HELLBRUNN (R.), PAIN (J.) (1987). *Intégrer la violence*. Vigneux: Matrice.

- INSERM (2004). *Psychothérapie, trois approches évaluées*. Paris: INSERM.
- JANVIER (R.), MATHO (Y.) (2004). *Mettre en oeuvre le droit des usagers dans les établissements d'action sociale*. Paris: Dunod.
- KOHLBERG (L.) (1984). *Essays on Moral Development*. Tome II. San Francisco: Harper & Row.
- KORCZAK J. (2006). *Le droit de l'enfant au respect*. In KORCZAK J. ((2006). *Comment aimer un enfant*. Paris: Robert Laffont.
- LAGRANGE (C.) (1998). *Violences. Les travailleurs sociaux à la recherche d'un nouvel art de faire*. Vigneux: Matrice.
- LANARIS (C.) (2005). *Les interventions proactives et l'encadrement pédagogique*. In MASSE (L.), DESBIENS (N.), LANARIS (C) (2005), *Les troubles du comportement à l'école*. Quebec: Gaëtan Morin.
- LAZARUS (R.S.), FOLKMAN (S.) (1984). *Stress, appraisal and coping*. New York: Springer-Verlag.
- LE BLANC (M.), et al. (1998), *Intervenir autrement: Un modèle différentiel pour les adolescents en difficulté*. Montréal : Presses de l'Université.
- LEFEBVRE (P.) (2000). *Guide de la fonction de directeur d'établissement social et médico-social*. Paris : Dunod.
- LHUILIER (J.-M.) (1998). *La responsabilité civile administrative et pénale dans les établissements sociaux et médico-sociaux*. Rennes : ENSP.
- LUSSIER (M.) (2001). *PROGRAMME AD-AGR-A. Adolescents-Agressifs-Action. Quand l'intervention passe par l'ENTRAIDE*. Quebec: Quebec Youth Centre - University Institute

MASSE (L.), DESBIENS (N.), LANARIS (C.) (2005). *Les troubles du comportement à l'école. Prévention, évaluation, intervention*. Montreal : Gaëtan Morin.

MICHEL (M.), THIRION (J.-F.) (2005). *Faire face à la violence dans les institutions de santé*. Ed. Lamarre.

Ministry of Employment and Solidarity (2000). *Prévenir, repérer et traiter les violences à l'encontre des enfants et des jeunes dans les institutions sociales et médico-sociales: Guide méthodologique*. Rennes : ENSP.

MIREAULT (G.), LUSSIER (M.) (2000). *Évaluation du programme Adolescents–Agressivité–Action implanté au Centre jeunesse de Québec entre 1996 et 1999*. Quebec: University Institute of Youth in Difficulty.

O'LEARY (K.D.), O'LEARY (S.G.) (1977). *Behavior modification with children*. New York Pergamon Press.

OURY (J.), GUATTARI (F.), TOSQUELLES (F.) (1985). *Pratique de l'institutionnel et politique*. Vigneux: Matrice.

PAIN (J.) (1994). *La pédagogie institutionnelle d'intervention*. Vigneux: Matrice.

PORTER (L.) (2000). *Behaviour in Schools. Theory and practice for teachers*. Philadelphie: Open University Press.

ROUZEL (J.) (2004). *Le quotidien en éducation spécialisée*. Paris: Dunod.

SCHWARTZ (P.) (1987). *Violence et sport de combat*. In HELLBRUNN (R.), PAIN (J.) (1987). *Intégrer la violence*. Vigneux: Matrice.

SHERMAN (L.W.), et al. (2002). *Evidence-based Crime Prevention*. London and New York, Routledge.

TREPANIER (N.), DESSUREAULT (D.) (2006). *Les principes et le cadre d'intervention auprès des élèves ayant des difficultés de comportement*. In MASSE (L.) et al (2005) *Les troubles du comportement à l'école: Prévention, évaluation et intervention*. Montreal: Gaëtan Morin.

TRUDEAU (H.) DESROCHERS (C.), TOUSIGNANT (J.L.) (1997). *Et si un geste simple donnait des résultats. Guide d'intervention personnalisée auprès des élèves*. Montreal : Chénelière/MacGraw-Hill.

VITARO (F.), GAGNON (C.) (2000). *Prévention des problèmes d'adaptation chez les enfants et les adolescents. Tome 2: problèmes externalisés*. Quebec: Presses de l'Université du Québec

WALKER (H.C.), COLVIN (G.), RAMSEY (E.) (1995). *Antisocial behaviour in school: Strategies and Best Practices*. Toronto, Brooks/Cole Publishing Company.

WASSERMAN (G.A.), MILLER (L. S.) (1998). *The prevention of serious and violent juvenile offending*. En Loeber (R.), Farrington (D. P). *Serious&Violent Juvenile Offenders: Risk factors and successful interventions* Thousand Oaks, CA: Sage.

WAXMAN (H.C.), et al.(1992). *Student at Risk in At-Risk Schools. Improving Environments for Learning*. Newbury Park, California: Corwin Press.

WILSON (S.J.), LIPSEY (M.W.), DERZON (J.H.) (2003). *The effects of School-Based Intervention Programson Aggressive and Disruptive Behaviors: A Meta-Analysis*. Nashville: Vanderbilt Institute for Public Policy Studies.

## ■ Artículos

BAER (R.), NITZEL (M.T.) (1991). *Cognitive and Behavioral treatment of impulsivity in children. A meta-analytic review. Journal of Clinical Child Psychology*. Vol 20, n°4. pp. 400-412.

CORBET (E.) (1994). *Violences en institution: à la recherche d'outils de prévention. Violences... Cahiers du CTNERHI*, January-March 1994, n°61.

CORBET (E.) (2007). *Prévention et traitement des situations de violence ou maltraitance. Les cahiers de l'Actif*, December 2007, n°378-379.

CREAI Rhône-Alpes (2004). *Le traitement de la maltraitance dans les institutions: références, protocoles, procédures. Dossier du CREAI*, June 2004, n°134.

DIONNE (J.) (1996). *L'intervention cognitive-développementale auprès des adolescents délinquants. Criminologie*, vol. 29, n°1, pp. 45-70.

DUPAUL (G.J.), ECKERT (T.L.) (1997). *The effects of school-based interventions for attention deficit hyperactivity disorder: a meta-analysis. School psychology Review*. Vol. 26, n°1, pp. 5 -27.

DURLAK (J.A.), FUHRMAN (T.), LAMPMAN (C.). *Effectiveness of cognitivebehavior. Therapy for maladaptating children: A meta-analysis. Psychological Bulletin*, vol. 110, n°2, p. 256-273.

EPHRITIKHINE (D.) (1997). *Éduquer en l'an 2000: comment s'y prendre? Ruptures*, April 1997, n°8, pp. 3-54.

GABERAN (P.) (1999). *L'éducateur peut-il invoquer la légitime violence? Lien social*, 1 January 1999, n°493.

GIBBS (J. C.), et al. (1984). *Facilitation of sociomoral reasoning in delinquents. Journal of Consulting and Clinical Psychology*, n° 52, pp. 37-45.

HOAG (M. J.), BURLINGAME (G. M.) (1997). *Evaluating the Effectiveness of Child and Adolescent Group Treatment : A Meta-Analytic Review. Journal of Clinical Child Psychology* Vol. 26, No. 3, pp. 234-246.

LOCHMANN (J.-E.), et al. (1984). *Treatment and generalization effects of cognitive-behavioral and goal-setting interventions with aggressive boys. Journal of Consulting and Clinical Psychology*, n° 52 (5), p. 915.

LOCHMAN (J.E.), LENHART (L.A.) (1993). *Anger coping intervention for aggressive children : Conceptual models and outcome effects. Clinical Psychology Review. Vol. 13, n°4, pp. 527-538.*

LOUBAT (J.-R.) (2001). *Pour améliorer la situation de l'enfant, il faut faciliter les relations entre les parents et les maisons d'enfants à caractère social. Lien social*, 22 February 2001, n°565, pp 4-9.

LUTUMBANTETU (A.), et al. (1999). *Les agressions en milieu psychiatrique. Vécu et perceptions des intervenants du Pavillon Roland-Saucier du Complexe hospitalier de la Sagamie. Santé mentale au Québec*, 1999, vol.XXIV, n°2, pp.217-228.

MASSE (L.) (1999). *Facteurs influençant l'efficacité des programmes d'intervention cognitives comportementales en milieu scolaire. Revue Canadienne de Psychoéducation. Vol. 28 n°2, pp. 199-212.*

MEICHENBAUM (D.), GOODMAN (J.) (1971). *Training impulsive children to talk to themselves: a means of developing self-control*. *Journal of Abnormal Psychology*, n° 77, pp.115-126.

MUGNY (G.), DOISE (W.), PERRET-CLERMONT (A.N.), (1975). *Conflit de centrations et progrès cognitif*. *Bulletin de Psychologie*, vol. XXIX, n°321, pp. 4-7.

ORIENT (J.-P.) (1994). *Violences en institutions: à la recherche d'outils de prévention*. *Cahier du CTNERHI*, January-March 1994, n°61.

RUTTER (M.) (1985). *Resilience in the face of adversity: Protective factors and resistance to psychiatric disorders*. *British Journal of Psychiatry*, n°147, pp. 598-611.

TOMKIEWICZ (S.) (1992). *Les piliers de l'éducation selon Korczak*. *Journal du droit des jeunes* November 1992, n°119.

WYVEKENS (A.) (2003). *De "What works?" en "Bonnes pratiques". Y a-t-il un bon usage du pragmatisme anglo-saxon? Les Cahiers de la Sécurité Intérieure*, n° 54, pp. 7-19.

### **3. Relations**

Council of Social Work (2002). *Violence et champ social*. Paris: ENSP.

CREOFF (M.) (2000). *Prévenir, repérer et traiter les violences à l'encontre des enfants et des jeunes dans les institutions sociales et médico-sociales*. Éditions ENSP.

INSERM (2005). *Rapport d'expertise collective. Troubles des conduites chez l'enfant et l'adolescent*. Inserm.

#### 4. Memorias

GENDREAU (G.), TARDIF (R.) (1999). *L'intervention en internat. Une intervention qui doit retrouver son sens, sa place et ses moyens. Rapport du comité sur la réadaptation en internat des jeunes de 12 à 18 ans.* Montreal: Association of Quebec Youth Centres.

MOROT (S.) (2003). *La violence institutionnelle est-elle un élément de réponse aux comportements violents des jeunes placés en hébergement? Mémoire professionnel pour l'obtention du diplôme d'éducateur de la PJJ.* Typewritten copy.

ROLLAND (H.) (2003). *Dépasser la violence institutionnelle pour améliorer et diversifier l'accueil dans une MECS. Mémoire CAFDES, ENSP.*

#### 5. Colloquiums - Congresses - Conferences - Seminars

*Association des Instituts de Rééducation – Association des Itep et de leurs réseaux. Actes des journées d'étude, de recherche et de formation.* Champ Social Éditions.

HAMBOURG (P.) (1990). *Des intervenants maltraitants.* Communication presented in a seminar at the 2nd Congress of AFIREM, Toulouse, 24-26 January 1990.

LAMBERT (T.) (1985). *Les sévices institutionnels. Les publications du CTNERHI.* 4th International Congress of AFIREM / ISPCAN. Search Training Institute (research) and evaluation of social medical practices (2002).

*Violences et institutions: prévenir la répétition.* Proceedings of the symposium Violence and institutions: prevent the attempt, Nantes, 22-23 March 2001. Paris: *Jeunesse et droit*. 147 p.

LE BLANC (M.) (2000). *Quelle stratégie d'intervention choisir pour les adolescents en difficulté ? Entre les interventions universelles et personnalisées s'impose l'approche différentielle.* 7th Congress of the Quebec Association for Reality Therapy, Quebec 18-20 May 2000.

## 6. Internet Resources

Association of Quebec Youth Centres (2007).

Website: [www.acjq.qc.ca](http://www.acjq.qc.ca)

Francophone Association for Training for Research in cognitive and behavioral therapy.

Website: [www.afforthecc.org](http://www.afforthecc.org)

*National Crisis Prevention Institute* (2005).

Site: [www.crisisprevention.com](http://www.crisisprevention.com)

RIOUX (A.) (2005). *William Glasser et la thérapie par le réel.*

Website Psycho-Ressources: <http://alainriouxpq.iquebec.com/glasser.htm>

Impression after documents supplied

Bialec, Nancy (France)

Initial Deposit: September 2008

Legal Deposit No. 70750 - December 2008

ANESM

5 rue Pleyel - Bâtiment Euterpe - 93200 Saint-Denis

Telephone 01 48 13 91 00

Homepage: [www.anesm.sante.gouv.fr](http://www.anesm.sante.gouv.fr)

All publications by ANESM are downloadable

July 2008