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GLOSSAIRE DES TERMES PSYCHOÉDUCATIFS

GLOSSARY OF PSYCHOEDUCATIVE TERMS

INTRODUCTION

In April 2019, Boscoville initiated a working group of intervention professionals to translate key terms and concepts from the Psychoeducative Model of Intervention from French into English. The aim of this endeavour is to standardize English language terms of the model so that it can be consistently shared and taught in anglophone contexts. It is hoped that this foundational lexicon will provide a starting point for the development of more comprehensive training materials in the English language.

Recent recommendations from the Laurent Commission call for greater access to training and resources for workers in the English speaking and Indigenous (many of whose agencies operate in English) milieux. This initiative aims to respond to those recommendations and to contribute to the betterment of youth and family care services in Quebec.

By making the particular strengths and insights of the Psychoeducative Model more widely available we hope to:

- Provide evidence-based tools and approaches across the youth care sector in Quebec that will compliment current methods already being used.
- Move towards a more integrated, province-wide approach to youth care where all youth (anglophone, francophone, allophone, Indigenous) receive similar, culturally adapted, and high-quality services.
- Contribute to an environment of cross and inter-cultural learning in the youth care sector.
- Share the Psychoeducative Model more widely beyond the Quebec context.

OUR PROCESS

1. The working group (listed below) conducted a literature review of content (both published and informal) in English on the Psychoeducative Model of Intervention. From this literature review the group highlighted similarities, differences, strengths, and weaknesses of various common translations. Through lively discussions, key terms emerged that were deemed essential to conveying the model accurately.
2. The working group met six times in person over the period of 2019-2020 and translated the key terms from French to English. Notes were taken during these discussions detailing the rationale behind why certain translations were chosen over others. Group members reached consensus on all translated terms.
3. With the help of the OPPQ (Ordre des Psychoéducateurs et Psychoéducatrices du Québec), a survey was sent out and completed by over 120 intervention workers, students, teachers and psychoeducators requesting feedback on all translated terms. Their feedback was integrated into the glossary.
4. Further input on the translations was sought from the Director of the School of Psychoeducation, Paul Gendreau, and his colleagues at the Univerity of Montreal.
5. Brief definitions of each term were constructed and translated into English. These definitions were verified by the working group members through online discussions (in person meetings were not possible given restrictions resulting from Covid-19).
6. Print and online copies of the glossary and supporting documents were completed and made widely available with a particular focus on youth care workers in the anglophone and Indigenous milieux.

Steps to come...

7. Funds to be developed (either from the public or private purse) for the complete translation of the Boscoville-T-LUQ online training on the Psychoeducative Model.
8. The training is made available to intervention workers across Quebec and beyond.

Working group

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Our partners

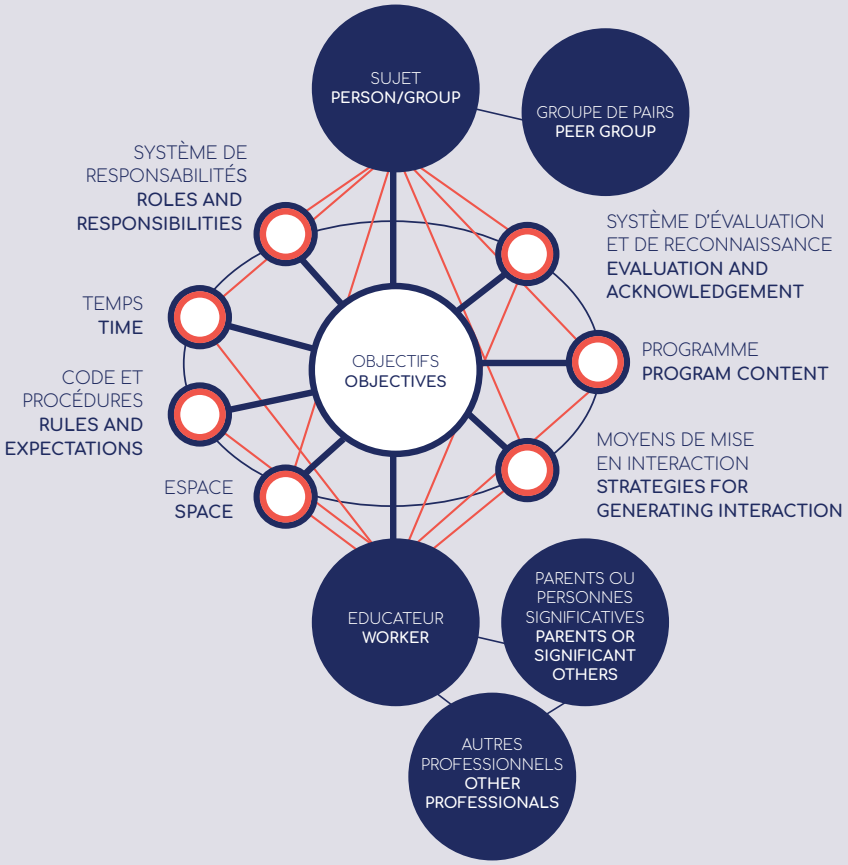
OPPQ Ordre des psychoéducateurs et psychoéducatrices du Québec
Centre intégré universitaire de santé et de services sociaux de l'Ouest-de-l'Île-de-Montréal Québec
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OVERVIEW OF THE PSYCHOEDUCATIVE MODEL

Outside of Quebec, the discipline of Psychoeducation refers to the process by which people experiencing mental health challenges are given education and tools to better understand and cope with their conditions. In Quebec, Psychoeducation means something different. Quebec-based Psychoeducation is a psychosocial discipline with a specific and rigorous approach. This intervention methodology was first proposed by Gilles Gendreau (1978) and can be broadly used to support a wide variety of people who are facing many kinds of adaptive challenges in their lives.

The Psychoeducative Model of Intervention lays out the multifarious and interacting factors that should be considered when planning, implementing, and evaluating an intervention. At its core is the **Psychoeducative Structure** which provides a dynamic representation of the conditions that surround an intervention. The structure is used to identify factors in the lives of the targeted person/group (resources, people, risks, strengths, etc.) and harness them as part of an intervention plan. As the central framework governing the psychoeducative intervention, the Psychoeducative Structure systematises the creation of conditions that are most likely to result in a successful intervention; i.e., lead the targeted person/group to develop their adaptive capacities and take positive steps forward in their lives.

The Psychoeducative Structure

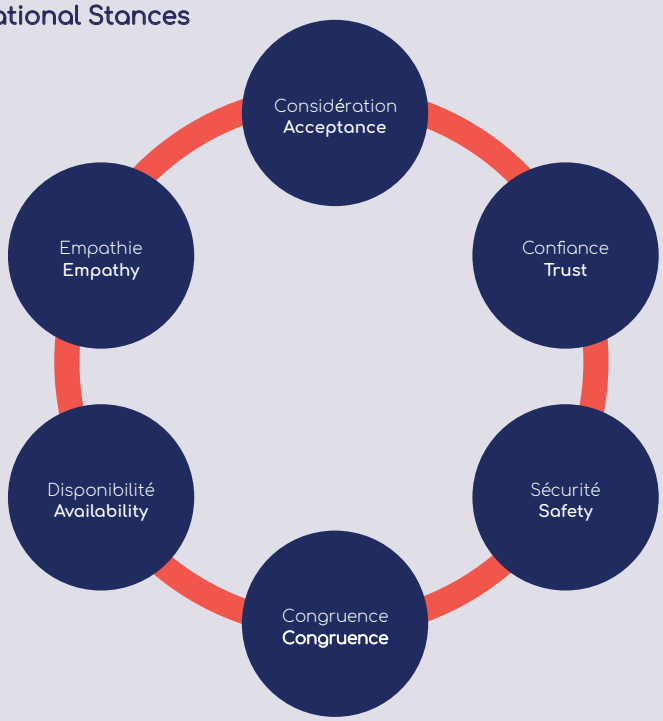


It is the job of the worker to bring the Psychoeducative Structure to life with their knowledge, skills and attitudes. The key skills required to enact an intervention using the Psychoeducative Structure are outlined by the Eight Professional Practices.These practices are sequential and continuous and can be viewed as the 'implementation roadmap' for the plan.

The Eight Professional Practices



The Six Relational Stances



The attitudes, beliefs and posture that are required of the worker are defined by six Relational Stances. These relational stances inform the way in which the intervention is implemented and promote the development of trust, therapeutic alliance, and flexibility to the context of the intervention.

Other guiding concepts like the 'shared learning experience' and 'adaptative potential', which are important to the discipline and methodology, are presented in the final section of the glossary.

Psychoeducation is nearly exclusively taught and practiced in the French language and has hitherto gone largely unnoticed outside of Quebec's borders. It is our feeling that in the Psychoeducative Model, Quebec possesses a hidden gem that can contribute much to the field of Intervention Science.

The glossary below is intended to orient learners to some of the key concepts and guiding principles that form the spine of the Psychoeducative Model. It is by no means exhaustive but rather conceived as a starting point for more complete materials in the future.

A NOTE ON LANGUAGE AND TRANSLATION

Translation is a complex and specific skill. Rendering accurate translations of words and concepts across languages requires a nuanced understanding of cultural, historical, and linguistic factors in both languages. Many words have no literal equivalents in other languages and often the seemingly direct translations do not have the same connotations. In the knowledge that translation is an imperfect and creative endeavour, the translation working group placed limits on the scale of the task we were to undertake, and we chose a sector specific philosophical stance to guide our decision-making process.

The Indispensable Concepts

The goal of this project is to make the Psychoeducative Model of Intervention more accessible to English-speaking organisations, workers, and students. It has been observed that language consistency is paramount to the uptake and application of new concepts and practices (Edwards & Mercer, 1987; Lave & Wenger, 1990). When the language used to discuss a topic is reliable, the topic becomes relatable, debatable, and learnable. When shared language becomes normalized in a field or profession, a community of practice emerges where words act as effective symbols for a series of interactions that are mutually agreed upon (Wenger, 1998). With this in mind, the working group decided to standardize what we believe to be the *indispensable concepts* of the Psychoeducative Model. By doing this, we hope to provide a foundational level of linguistic and conceptual consistency as a solid basis for learning and communication.

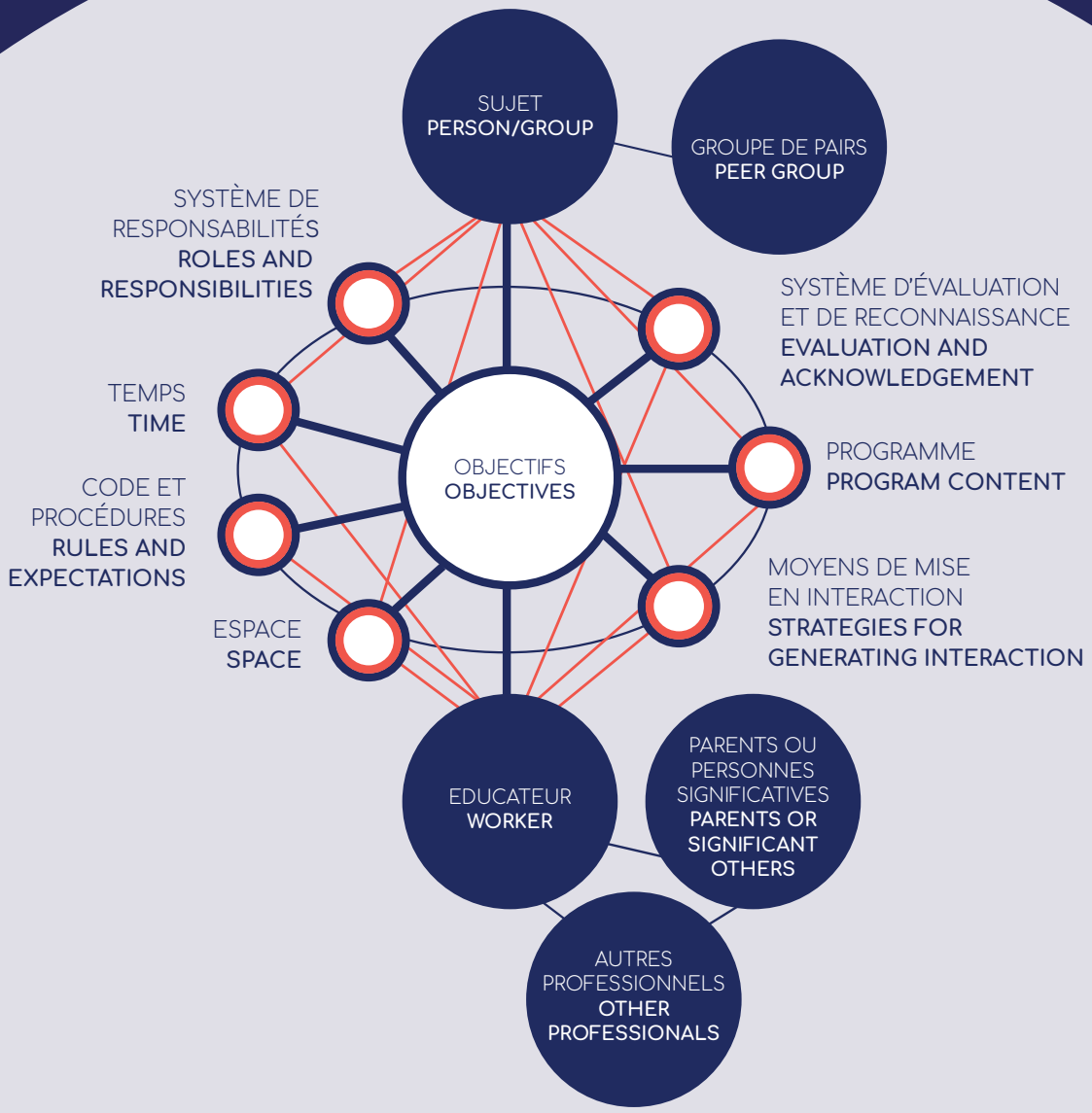
Sector Specific Stance

The success of the translation relies upon conveying both the central themes of the Psychoeducative Model and the spirit of its application. Very basically, the relational aspects of the model are humanistic, and the theory of change that the model assumes is *ecosystemic* and *developmental*. Thus, the language that we have chosen mirrors English language terms that come from these areas of thought and practice. Pathological language such as 'rehabilitation' and 'disorder' is avoided in favour of growth centred language such as 'adaptability', 'readaptation', 'environmental challenge' etc. This stance was chosen as it reflects the state of Intervention Science in 2021. To help with some of the more tricky translations, we relied upon key English language words in the fields of Resilience Theory, Strength Based Practices, and Developmental Psychopathology.

You Can't Please Everyone

We understand that there will likely be disagreement about some of these terms and perhaps even some disagreement about our methods. However, in our estimation, the benefits of the project outweigh the potential for misunderstanding. Throughout this process we have been learning a great deal about the limitations of language to concisely convey ideas. **In the end, most learning happens in the application of the model and in the capacity for workers and students to read between the lines.** The glossary is intended as a fertile starting point for eager learners and practitioners.

STRUCTURE D'ENSEMBLE
PSYCHOEDUCATIVE STRUCTURE





TERMES TERMS	DÉFINITIONS DEFINITIONS
STRUCTURE D'ENSEMBLE	Ensemble de composantes qui représentent la réalité d'une intervention et de son contexte. C'est une structure dynamique où les composantes interagissent les unes avec les autres.
THE PSYCHOEDUCATIVE STRUCTURE	**A set of components that represent an intervention and its context. A dynamic structure in which the components interact with one other.**
COMPOSANTES	Treize composantes qui, collectivement, forment un système réunissant toutes les conditions susceptibles d'amener le sujet à développer leurs capacités adaptatives. Les composantes centrales incluent la composante **objectifs** et les composantes relationnelles (incluant **le sujet, le groupe de pairs, le(s) éducateur(s), les parents et les autres professionnels)**. Ensemble, elles forment ce que l'on nomme l'axe central de la structure d'ensemble. Les composantes satellites, qui comprennent **le programme, les moyens de mise en interaction, le système de responsabilités, le code et procédures, le temps, l'espace et le système d'évaluation et de reconnaissance**, gravitent autour de celles de l'axe central. Avec les objectifs, elles forment le groupe de composantes structurelles et représentent les conditions à mettre en place pour favoriser l'atteinte de l'objectif pour le sujet.
COMPONENTS	Thirteen components that form a system bringing together all conditions likely to promote the development of the targeted person/group's adaptive capacities. The central components include the **objectives** of the intervention and the relational components **(person/group, peer group, worker, parents or significant others** and **other professionals).** Together they form what is referred to as the central axis of the psychoeducative structure. The satellite components include the **program content, strategies for generating interaction, roles and responsibilities, rules and expectations, time, space, evaluation and acknowledgement**, all of which revolve around the central axis. Together with the objectives, they form the structural components and represent the conditions that will best support the attainment of the objectives of the person/group.

SUJET	Le ou les personnes à qui s'adresse l'intervention.
PERSON/GROUP	**Person or group who is the target of the intervention.**
OBJECTIF	Résultats à atteindre au terme de l'intervention.
OBJECTIVES	**Desired results of the intervention.**
GROUPE DE PAIRS	Dynamique du groupe/milieu dans laquelle s'inscrit l'activité psychoéducative.
PEER GROUP	**The dynamic of the group/environment in which the psychoeducative activity takes place.**
PROGRAMME	Contenu et séquence d'apprentissage.
PROGRAM CONTENT	**Content and sequence of desired learning path.**
MOYENS DE MISE EN INTERACTION	Stratégies pour favoriser la motivation, la participation, les apprentissages et la gestion des comportements.
STRATEGIES FOR GENERATING INTERACTION	**Strategies that enhance motivation, participation, learning and behaviour management.**
SYSTÈME DE RESPONSABILITÉS	Ensemble des rôles et tâches attitrés au sujet et autres acteurs de la structure d'ensemble quant aux diverses responsabilités associées à l'intervention psychoéducative.
ROLES AND RESPONSIBILITIES	**The roles and tasks of the target person/group and other actors in the psychoeducative structure in relation to the various responsibilities associated with the intervention.**

CODE ET PROCÉDURES	Règles et comportements attendus du sujet.
RULES AND EXPECTATIONS	**Rules and expectations of the person/group.**
TEMPS	Moment, durée et rythme relatifs au déroulement d'une intervention.
TIME	**Chosen time of day, duration, and rhythm of the planned intervention.**
ESPACE	Endroit physique, organisation des lieux et contexte où se déroule l'intervention.
SPACE	**Chosen physical space, environmental set-up, and context for the intervention.**
SYSTÈME D'ÉVALUATION ET DE RECONNAISSANCE	Critères de réussite des objectifs et moyens prévus pour évaluer l'atteinte de ceux-ci. Moyens prévus pour reconnaitre et valoriser les efforts du sujet, les comportements attendus, et l'atteinte partielle ou complète des objectifs ainsi que pour y rétroagir.
EVALUATION & ACKNOWLEDGEMENT	**Criteria for the attainment of the objectives and measures to evaluate the degree to which they have been attained. Planned methods to value the participation and efforts of the person/group, recognize and communicate the expected behaviours and give feedback on the partial or complete achievement of the objectives.**
ÉDUCATEUR	La ou les personnes responsables de mettre en œuvre l'intervention psychoéducative.
WORKER	**The person or people whose job it is to implement the psychoeducative intervention.**



PARENTS OU PERSONNES SIGNIFICATIVES	Parents ou personnes significatives considérés dans l'intervention psychoéducative.
PARENTS OR SIGNIFICANT OTHERS	**Parents or significant others included in the psychoeducative intervention.**
AUTRES PROFESSIONNELS	Intervenants qui collaborent avec l'éducateur dans l'intervention ou dans la mise en place de conditions favorables à la mise en œuvre.
OTHER PROFESSIONNALS	**Other professionals who collaborate with the worker in setting up conditions favourable to the intervention.**
INTERACTION RELATIONNELLE	Interaction entre les composantes relationnelles, soit les acteurs de la structure d'ensemble (sujet et groupe de pairs, éducateur, parents et autres professionnels).
RELATIONAL INTERACTION	**Interaction between the relational components, i.e. actors in the psychoeducative structure (person/group, peer group, objectives, worker, parents or significant others, and other professionals).**
INTERACTION STRUCTURELLE	Interactions entre les composantes structurelles (objectifs et composantes satellites) et les composantes relationnelles (les acteurs) de la structure d'ensemble.
STRUCTURAL INTERACTION	**Interactions between the structural components (objectives and satellite components) and relational components (the actors) of the psychoeducative structure.**

OPÉRATIONS PROFESSIONNELLES
PROFESSIONAL PRACTICES





TERMES TERMS	DÉFINITIONS DEFINITIONS
OBSERVATION	Observer, directement ou indirectement, pour recueillir des données sur le sujet en interaction avec son environnement.
OBSERVATION	**Direct or indirect observation with the aim of collecting data on the person/group's interactions with their environment.**
ÉVALUATION PRÉ-INTERVENTION	Évaluer les capacités et les difficultés du sujet, son potentiel adaptatif afin d'émettre des hypothèses de besoins.
PRE-INTERVENTION EVALUATION	**Evaluation of the person/group's strengths, challenges, and adaptive potential in order to hypothesize about their needs.**
PLANIFICATION	Planifier une intervention qui répondra aux besoins définis et planifier les composantes de la structure d'ensemble.
PLANNING	**Planning an intervention that targets the needs identified and specifies the components of the psychoeducative structure.**
ORGANISATION	Organiser l'intervention planifiée afin qu'elle soit prête à l'animation.
ORGANIZATION	**Organization of the planned intervention so that its ready to be implemented.**
ANIMATION	Animer l'intervention préalablement organisée afin de créer un vécu éducatif partagé.
ANIMATION	**Animation of the organized intervention in such a way as to promote a shared learning experience.**

UTILISATION

Utiliser les interactions qui se produisent lors de l'animation pour favoriser les prises de conscience chez le sujet.

UTILIZATION OF EXPERIENCE

Drawing on the interactions that occur during the intervention to deepen the person/group's awareness and understanding of the content and learning goals.

ÉVALUATION POST-INTERVENTION

Évaluer le processus après l'intervention afin de vérifier son efficacité.

POST-INTERVENTION EVALUATION

Evaluation of the process after the intervention to assess its effectiveness.

COMMUNICATION

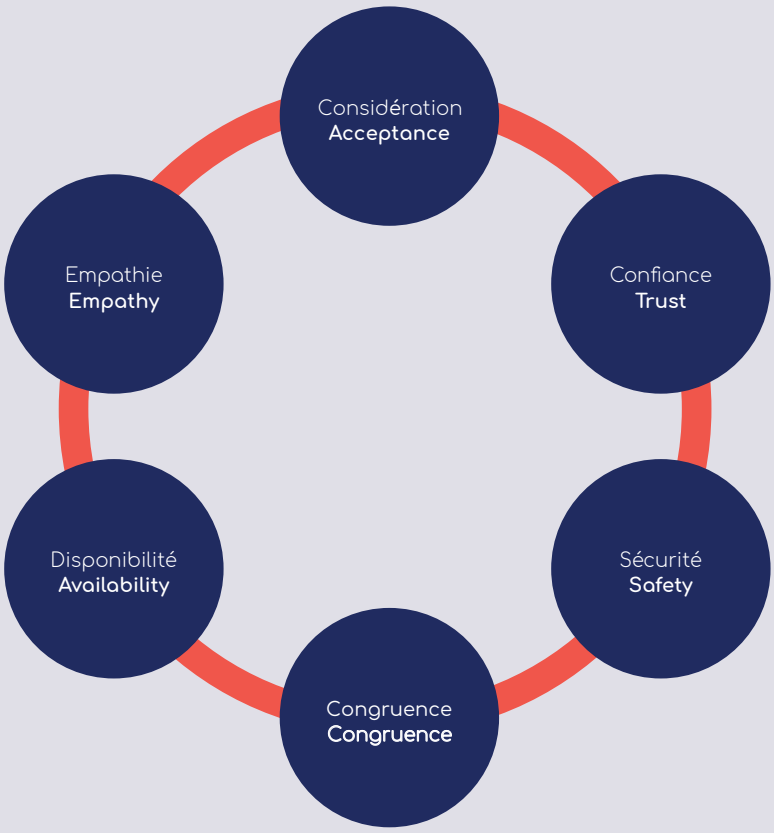
Communiquer l'ensemble des actions accomplies avec le sujet et les autres personnes concernées afin d'avoir des interventions concertées.

COMMUNICATION

Communication about all the actions that make up the intervention with the person/group and all others involved in order to promote common understanding and effort.



SCHÈMES RELATIONNELS
RELATIONAL STANCES



TERMES TERMS	DÉFINITIONS DEFINITIONS
CONSIDÉRATION	Attitude d'ouverture et de respect grâce à laquelle on accorde une valeur au sujet tel qu'il est.
ACCEPTANCE	Attitude of openness and respect through which one demonstrates the value placed on the person/group as they are.
EMPATHIE	Comprendre avec sensibilité et discernement l'univers du sujet et lui communiquer de façon juste et sincère cette compréhension.
EMPATHY	Understanding with sensitivity and discernment the person/group's experience and communicating this understanding in an appropriate and sincere manner.
CONFIANCE	Croire au sujet, avoir un sentiment d'assurance et d'espoir en son potentiel et sa capacité d'évoluer positivement. Confiance aussi en ses propres moyens, en la relation établie avec le sujet et aux moyens dont dispose le milieu.
TRUST	The placing of belief in the person/group. The assurance of hope in their potential and ability to positively evolve. Also, trust in the worker's own means, in the relationship with the person/group, and in the available means of the environment.





SÉCURITÉ	Attitude qui permet au sujet de faire face à l'inconnu en s'appuyant sur son expérience passée, tout en préservant son intégrité et la qualité de la relation établie.
SAFETY	**Stance that supports the person/group to face the unknown, to trust the process and to rely on previous experience. Investing in the relationship while preserving healthy boundaries.**
DISPONIBILITÉ	Être pleinement attentif à l'autre, dans le «ici et maintenant» y consacrer l'énergie nécessaire, au-delà de son bien-être immédiat.
AVAILABILITY	**Being fully present to the person/group's "here and now" and devoting the necessary energy, while putting aside other concerns and distractions.**
CONGRUENCE	Engagement à montrer un alignement entre ce que nous ressentons et les actions que nous menons; entre ce que nous pensons et les paroles que nous formulons.
CONGRUENCE	**A commitment to the alignment between our feelings and our actions; between what we think and what we say.**

CONCEPTS FONDAMENTAUX
GUIDING CONCEPTS



TERMES TERMS	DÉFINITIONS DEFINITIONS
3 SAVOIRS	Compétences requises chez l'éducateur : savoir, savoir-faire, savoir-être.
3 PROFESSIONAL COMPETENCIES	Required worker competencies: knowledge, skills and attitude.
SAVOIR	Connaissances théoriques et expérientielles de l'éducateur.
KNOWLEDGE	Worker's theoretical and experiential knowledge.
SAVOIR-FAIRE	Compétences pratiques qui se traduisent par les huit opérations professionnelles.
SKILLS	Professional skills, represented by the eight professional practices.
SAVOIR-ÊTRE	Une manière d'être qui permet de s'investir pleinement au travail, incluant ses qualités et caractéristiques personnelles, une ouverture et une curiosité sur l'expérience de l'autre, guidée par les six schèmes relationnels.
ATTITUDE	A way of being that brings the full self to the work, including one's personal qualities, characteristics and openness and curoisity about the experiences of others, guided by the six relational stances.

INTERVENTION PSYCHOÉDUCATIVE

Une intervention spécialisée qui, en utilisant le milieu de vie d'un sujet aux prises avec des difficultés d'adaptation, accompagne et soutient ce sujet dans sa démarche vers un meilleur équilibre face à lui-même et face à son entourage.

PSYCHOEDUCATIVE INTERVENTION

A specialized intervention that supports and accompanies the person/group to mobilize the resources available to them in order to enhance their capacity to be in equilibrium with themselves and those around them.

VÉCU ÉDUCATIF PARTAGÉ

Moment de vécu entre le sujet et l'éducateur durant lequel les interactions générées par l'activité sont utilisées pour faire faire des apprentissages.

SHARED LEARNING EXPERIENCE

Moment of shared experience between the person/group and worker during which interactions are used as learning opportunities.

ACTIVITÉ PSYCHOÉDUCATIVE

Activité construite à partir de la structure d'ensemble qui vise, par les objectifs et les moyens planifiés, à favoriser le développement des capacités adaptatives du sujet.

PSYCHOEDUCATIVE ACTIVITY

Activity built using the psychoeducative structure which aims, through the creation of objectives and planned strategies, to promote the development of the persons/group's adaptive potential.

ALLIANCE THÉRAPEUTIQUE

L'alliance thérapeutique repose sur une entente concernant les objectifs d'intervention, les moyens utilisés pour atteindre ces objectifs, et un lien émotionnel entre le sujet et l'éducateur.

THERAPEUTIC ALLIANCE

Therapeutic alliance consists of the agreement between the worker and person/group on the objectives of the intervention, the means by which these objectives are arrived at, and the authentic emotional link between the person/group and the worker.

ADAPTATION

Mécanisme par lequel un sujet passe d'un état d'équilibre à un autre en transformant son fonctionnement pour répondre aux exigences de l'environnement. C'est la capacité d'être flexible et de réagir aux changements de l'environnement de façon appropriée.

ADAPTATION

The process by which a person/group moves from one state of equilibrium to another, transforming their functioning to meet the needs of the environment. The ability to be flexible and respond appropriately to changes in one's environment.

RÉADAPTATION

Période d'intervention pendant laquelle un sujet est exposé à de nouvelles exigences environnementales qui visent à lui faire développer de nouvelles stratégies d'adaptation.

READAPTATION

The process during which the person/group is exposed to new environmental challenges, the aim of which is the development of resilience and increased capacity for adaptation. Often described as rehabilitation.

ÉQUILIBRE/ DÉSÉQUILIBRE/ RÉÉQUILIBRE

Équilibre : Mode de fonctionnement, façon de s'adapter, méthode pour conserver un équilibre face aux situations qui se présentent dans l'environnement.

Déséquilibre : Défi qui amène le sujet à devoir adopter de nouvelles stratégies afin de faire face aux exigences de l'environnement.

Rééquilibre : Processus par lequel le sujet choisit et adopte de nouvelles stratégies lui permettant de s'adapter à l'environnement.

EQUILIBRIUM/ DISEQUILIBRIUM/ REEQUILIBRIUM

Equilibrium: Way of being that is adaptive and capable of maintaining balance in the face of shifting environmental factors.

Disequilibrium: The state of being that is produced when the challenges of the environment are difficult to bear and force the person/group to develop new strategies in order to cope with the environmental demands.

Re-equilibrium: The process by which the person/group chooses and develops their coping strategies allowing them to adapt to the environment.

BESOINS PERSONNELS ET DE RÉADAPTATION	Besoins du sujet en lien avec les difficultés d'adaptation, tel que perçu par lui-même (personnels) et selon l'évaluation de l'éducateur (réadaptation).
PERSONAL AND READAPTATION NEEDS	**Specific areas where development and adaptation are required, as perceived by the person/group (personal) and in accordance with the worker's assessment (readaptation).**
FORCES ET VULNÉRABILITÉS	Forces : Ensemble de compétences et de capacités que possèdent le sujet pour faire face aux différents défis de la vie. Vulnérabilités : Déficits au niveau des stratégies d'adaptation qui empêchent le sujet de surmonter des défis de la vie.
STRENGTHS AND VULNERABILITIES	**Strengths: Set of skills and attributes that the person/group already possess and can use to face the various challenges of life.** **Vulnerabilities: Gaps in coping strategies that prevent the person/group from facing the challenges of life.**
POTENTIEL ADAPTATIF (PAD)	Représente une combinaison des forces et des vulnérabilités du sujet, des moyens dont il disposent pour s'adapter dans différentes situations et différents contextes.
ADAPTATIVE POTENTIAL	**The person/group's most likely future capacity to adapt to different contexts given their combination of strengths and vulnerabilities.**
POTENTIEL EXPÉRIENTIEL (PEX)	Potentiel du milieu, de l'activité ou de la situation à générer des interactions qui permettront au sujet de faire des apprentissages.
ENVIRONMENTAL POTENTIAL	**The potential of the environment, situation, or activity to generate interactions that will contribute to person/group's learning and development.**

NIVEAU DE CONVENANCE

Représente le dosage du défi pour le développement optimal du sujet. Le rapport entre le potentiel expérientiel et le potentiel adaptif dans lequel l'activité psychoeducative est adaptée aux capacités du sujet afin que celui-ci réalise des apprentissages. Une activité avec un bon niveau de convenance constitue un défi réaliste.

GOODNESS OF FIT

Represents the appropriate level of challenge for the person/group's optimal development. Goodness of fit requires a balancing of the adaptive potential of the person/group and the environmental potential. A psychoeducative activity that possesses 'goodness of fit' is difficult but not overwhelming and constitutes a realistic challenge.

DÉFI STATIQUE

Représente un défi trop facile, ne crée pas de déséquilibre et n'amène pas à développer de nouvelles capacités adaptatives.

STATIC CHALLENGE

A challenge that is too easy for the person/group to perform. A static challenge creates no productive disequilibrium and brings about no new adaptive capacities.

DÉFI DYNAMIQUE

Représente un défi bien dosé, où il y a un écart significatif entre les capacités du sujet (PAD) et l'activité proposée (PEX), permettant de créer un déséquilibre que le sujet est capable de gérer. L'activité a donc le potentiel d'amener le sujet à développer de nouvelles capacités adaptatives.

DYNAMIC CHALLENGE

A well-balanced challenge where there is a significant gap between the person/group's abilities and the skills required for the proposed activity, thereby creating a productive disequilibrium that is manageable. A dynamic challenge leads the person/group towards new adaptive capacities.

DÉFI INHIBANT

Représente un défi trop difficile et crée un déséquilibre que le sujet n'est pas capables de gérer. Ce défi ne permet pas de développer de nouvelles capacités adaptatives et peut décourager le sujet.

OVERWHELMING CHALLENGE

A challenge that is far beyond the current capacities of the person/group and which creates unproductive disequilibrium. An overwhelming challenge does not bring about new adaptive capacities and may discourage the person/group.



FAIRE POUR	Niveau d'accompagnement qui consiste à faire à la place du sujet afin de lui offrir un soutien accru et du modelage.
DOING FOR	**The level of support whereby the worker performs a task/ challenge on behalf of the person/group with the aim of modelling the steps to its successful completion.**
FAIRE AVEC	Niveau d'accompagnement qui consiste à offrir du soutien proximal au sujet pendant l'activité en utilisant une posture de soutien et d'encadrement.
DOING WITH	**Level of support whereby the worker performs a task/challenge alongside the person/group using a coaching and support stance.**
FAIRE FAIRE	Niveau d'accompagnement qui consiste à diriger/guider le sujet dans les stratégies à employer lors d'une activité.
INSTRUCTING	**Level of support whereby the worker instructs and guides the person/group on how to perform a task/challenge.**
LAISSEZ FAIRE	Niveau d'accompagnement qui consiste à favoriser le développement autonome des stratégies à employer lors d'une activité.
LAISSEZ FAIRE	**Level of support whereby the worker encourages the person/ group to autonomously fulfil a task/challenge.**



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