

CASP Education Program, Preliminary Version

A Competency-Based Approach to Social Participation

Education Program for Students Aged 6 to 15
With Moderate to Severe Intellectual Disabilities



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Foreword

Providing the best possible education for all young people means having students with intellectual disabilities take their rightful place at school in order to benefit from the broad educational orientations of the Québec Education Program, just like other students.

The CASP Education Program is intended for students aged 6 to 15 with moderate to severe intellectual disabilities to whom the provisions concerning subject-time allocation do not apply, as stipulated in section 23.2 of the *Basic school regulation for preschool, elementary and secondary education*. The program reflects ministerial policies and strategies designed to provide a fairer and more inclusive school community and society. It also highlights the basic principles of Québec's policy on special education, *Adapting Our Schools to the Needs of All Students*.¹ Like the Québec Education Program for elementary and secondary schools, the CASP Education Program seeks to educate and socialize students and provide them with qualifications based on their needs and abilities, so that they are able to succeed and reach their full potential. The program focuses on the development of essential competencies. To this end, teachers will offer differentiated instruction adapted to meet the needs of children and adolescents. The program serves as an indispensable resource for all school personnel working with these students.

This document builds on the *Programmes d'études adaptés: Français, Mathématique, Sciences humaines* (1996) at the elementary level and the *Programmes d'études adaptés avec compétences transférables essentielles (PACTE)* (1997) for Secondary Cycle One. It will be

followed by a program aimed at students aged 16 to 21, designed to meet their special needs as they integrate into society and the workplace.

Chapter 1 presents the context underlying the curriculum reform and the threefold mission of schools for all, along with the new program's aim. It reviews the orientations required for effective intervention, and addresses the different aspects of education focused on competency development, adjusted to the students' needs and abilities. Lastly, it presents the elements of the CASP Education Program, namely the competencies, program content and life areas.

Chapter 2 includes a detailed description of all the program competencies, and shows how they relate to the various life areas, that is, five broad learning contexts within which students are able to apply their knowledge and exercise their competencies in situations drawn from everyday life.

Chapter 3 describes the program content, and is an essential resource with respect to competency development by students. The content is composed of learning elements grouped together under seven subject headings. Teachers are responsible for selecting appropriate learning elements for each student, depending on his or her individual abilities. The goal is for each student to progress over time, acquiring a body of knowledge and strategies that will assist in developing the program competencies.

1. Québec, Ministère de l'Éducation, *Adapting Our Schools to the Needs of All Students: Policy on Special Education* (Québec, 1999).

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The CASP Education Program: A Competency-Based Approach to Social Participation

Background

In recent decades, Québec, like other leading societies, has renewed its conception of education and has focused on providing a better response to the needs of children with handicaps, social maladjustments or learning disabilities. Society has begun to expect more of its schools, and the Ministère de l'Éducation, du Loisir et du Sport has worked hard to prepare young people for the challenges they face. In its educational policy statement *Québec Schools on Course*,² the Ministère appealed to educators and partners of the education system to change their focus from “access for all” to “success for all.” This clearly stated orientation opened up new avenues to allow for classroom integration of students with intellectual disabilities and to provide an educational environment within which they would receive the support they needed to succeed.

It was also in this context that the *Education Act* was amended in 1998. Among other things, the amendments clarified the right of students with handicaps, social maladjustments or learning disabilities to receive educational and instructional services up to 21 years of age (s. 1), stated the threefold mission of schools, namely to provide instruction, to socialize and to provide qualifications (s. 36), and placed the organization of educational services under the responsibility of both schools and school boards (s. 235).

The Policy on Special Education, *Adapting Our Schools to the Needs of All Students*, published in 1999, presented a clear, coherent orientation for these amendments: “To help students with handicaps or social maladjustments or learning disabilities succeed in terms of knowledge, social development and qualifications, by accepting that educational success has different meanings depending on the abilities and needs of different students, and by adopting methods that favour their success and provide recognition for it.”³ The policy, by stipulating the actions required to achieve this goal, encourages the education community and its partners to support children and young people in their quest for success, with due regard for their individual differences.

In recent years, public awareness initiatives aimed in particular at young people and the workplace have helped change beliefs about and attitudes toward people with intellectual disabilities. The progress made in integrating them into classrooms, workplaces and society as a whole has helped overcome certain prejudices. Schools have done their share to achieve this by recognizing the development potential of these students, which has sometimes turned out to be greater than anticipated. Moreover, growing numbers of individuals, groups and organizations now believe that people with intellectual disabilities should be able to exercise their rights, develop their talents and take advantage of scientific progress in the field of education. This has highlighted another challenge, that of making the shift from integration to inclusion.

2. Québec, Ministère de l'Éducation, *Québec Schools on Course: Educational Policy Statement* (Québec, 1997).

3. Québec, *Adapting Our Schools to the Needs of All Students, Policy on Special Education*, 15.

The government policy to enhance social participation by people with handicaps, entitled *À part entière: Pour un véritable exercice du droit à l'égalité*,⁴ published by the Office des personnes handicapées du Québec and adopted in 2009, recommends values based on inclusion. The notion of inclusion considered here “. . . takes into consideration the diverse needs of all students and acknowledges that diversity is an asset for the school community.”⁵ It implies a need for adjustments to educational services and pedagogical strategies to promote success for all students.

The organization of services is extremely important in meeting the educational needs of all students. The *Education Act* states that every school board must adopt a policy concerning the organization of educational services “to ensure the harmonious integration of each such student into a regular class or group and into school activities if it has been established on the basis of the evaluation of the student’s abilities and needs that such integration would facilitate the student’s learning and social integration and would not impose an excessive constraint or significantly undermine the rights of the other students.”⁶ In addition to this, the pedagogical aspects must also be considered, and differentiated instruction offers some interesting possibilities for learning. Pedagogical choices are independent of organizational choices, and should be planned using a personalized approach.

The choice to use the Québec Education Program or this program to support the development of a young person with a moderate to severe intellectual disability should be made in the best interests of the student, based on his or her needs and abilities. The CASP Education Program is not associated with any specific type of group, and can be applied in regular or special classes. It serves as a fundamental, shared reference for students to whom the provisions concerning subject-time allocation do not apply, as stipulated in the *Basic school regulation*.⁷ When applying the program, schools must provide appropriate organizational and pedagogical conditions, in the classroom and in the school as a whole, so that the students concerned are able to receive the educational services to which they are entitled, in line with their needs.

This program aims to convey values based on inclusion and respect for student diversity within the group. It invites those concerned to believe in the learning ability of students with intellectual disabilities. It also invites them to consider the importance of preparing all young Quebecers to integrate harmoniously into school, society and the workplace, so that they can participate in community life to the best of their ability.

4. Québec, Office des personnes handicapées du Québec, *À part entière: Pour un véritable exercice du droit à l'égalité* (Québec, 2009).

5. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Rencontres des partenaires en éducation*, Document d'appui à la réflexion (Québec, October 25, 2010) [translation].

6. *Education Act*, R.S.Q., c. I-13.3, s. 235.

7. *Basic school regulation for preschool, elementary and secondary education*, R.Q., c. I-13.3, s. 1 of Schedule II.

Students with intellectual disabilities: A definition

The CASP Education Program is intended for students with moderate to severe intellectual disabilities who are between 6 and 15 years old. “Intellectual disability is characterized by significant limitations both in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18.”⁸ In their intellectual functioning, these individuals have significant limitations in terms of reasoning, planning, problem solving, abstract thinking and understanding complex ideas. As for adaptive behaviour, their limitations include problems with conceptual skills (language, reading, concepts of time and money, etc.), social skills (taking responsibility, self-esteem, compliance with rules, interpersonal relations, etc.) and practical skills (personal care, difficulty performing everyday activities or maintaining a safe environment, etc.).

The threefold mission for all

The mission of all schools is to provide instruction, socialize and provide qualifications for all students,⁹ including those with intellectual disabilities. The Québec Education Program is clear in this respect: “Québec schools today have a mandate to provide educational services to all young people, to take into account the diversity of their situations and to provide them with the tools necessary to achieve their social and intellectual potential in both their personal and working lives.”¹⁰ An

individualized education plan,¹¹ prepared jointly by everyone concerned, should help to define goals and identify the strategies and means required to help each student construct his or her knowledge and develop his or her competencies. This program also takes into account specific concerns relating to the social integration of young people and recognition of their progress in school.

To provide instruction

Schools play a vital role in the development of students’ competencies. By introducing differentiated instruction that takes into account the range and diversity of their students, schools enable them to acquire the knowledge and strategies that are essential to developing and applying competencies. Schools also provide students with the tools they need to become independent, to continue to learn throughout their lives and to increase their social participation.

To socialize

Schools are ideal places for socialization. Like the environment in which they are situated, school communities are composed of many different people. Schools form an integral part of a society full of good intentions toward people with intellectual disabilities, and make an effort to accept differences, highlight similarities and prevent the risk of exclusion. They provide a host of age-appropriate opportunities for students to participate in school life and in society, by “helping students learn how to live together and by fostering a feeling of belonging to the community.”¹²

8. American Association on Intellectual and Developmental Disabilities, *Intellectual Disability: Definition, Classification, and Systems of Supports*, 11th Edition, 2010.

9. *Education Act*, s. 36.

10. Québec, Ministère de l'Éducation, *Québec Education Program: Secondary School Education, Cycle One* (Québec, 2004), 5.

11. Québec, Ministère de l'Éducation, *Individualized Education Plans: Helping Students Achieve Success; Reference Framework for the Establishment of Individualized Education Plans* (Québec, 2004).

12. Québec, *Québec Education Program*, 5.

To provide qualifications

The aim of Québec schools is to increase the level of learning of all students, regardless of their needs or characteristics. To help students achieve success, they create conditions conducive to learning and competency development, within which each student can acquire the tools required to take his or her place in different spheres of life. The school reports on the results obtained by each student in meeting requirements that have been set in collaboration with his or her parents and the personnel concerned, in an individualized education plan, for example. The Policy on Special Education is clear on this point: success is available to all, “on condition that they are given help in [achieving it] and that it is accepted that success may have different meanings for different students.”¹³ Through the CASP Education Program, students can prepare to continue their learning and eventually obtain an attestation of competencies, where applicable.

Social participation: The ultimate goal

The task of preparing young people with moderate to severe intellectual disabilities to take their place and play a role in society like other citizens calls for strong commitment on the part of schools. The CASP Education Program guides pedagogical action with students to gradually increase their participation in society.

A new conception of social participation emerges clearly from the literature.¹⁴ According to the disability creation process model,¹⁵ social

participation is an outcome of different influences between a person’s characteristics and the elements of the physical and social environment.¹⁶ This model refers to people’s ability to perform everyday activities, ranging from minimum participation to maximum participation, and to play a social role that enhances each individual’s self-worth and is valued in a given socio-cultural context. The approach also highlights the importance of allowing people to make their own choices, based on their own socio-cultural identity, by setting conditions conducive to true social participation. The results achieved will depend on the collective willingness to allow everyone to participate actively in community life, and the individual willingness to act as responsible citizens.¹⁷ Social participation can take different forms, depending on the person’s age, needs, abilities and living conditions.

Schools offer an ideal environment in which students can learn to take their place, showing due respect for others, maintaining relationships based on equality, and rejecting all forms of exclusion. They also provide facilitators¹⁸ that allow all students—those with intellectual disabilities and their classmates—to participate actively and develop a true sense of belonging. However, special attention must be paid to the elements that facilitate social participation by students with moderate to severe intellectual disabilities. This may be reflected by an active commitment on the part of the student to his or her learning, by the

13. Québec, *Adapting Our Schools to the Needs of All Students, Policy on Special Education*, 15.

14. Carmen Dionne, Jacques Langevin and Sylvie Rocque, 1993; Mireille Tremblay, 2002; Carmen Dionne, Michel Boutet and Francine Julien-Gauthier, 2002; Mireille Tremblay, 2005; Mireille Tremblay and Yves Lachapelle, 2006; Patrick Fougeyrollas et al., 2007.

15. Appendix 2 presents the disability creation process (DCP) in students with moderate to severe intellectual disabilities.

16. Office des personnes handicapées du Québec, *À part entière: Pour un véritable exercice du droit à l'égalité* (Québec, 2009), 12.

17. Carmen Dionne, Michel Boutet and Francine Julien-Gauthier, 2002.

18. A facilitator is an element of the environment that facilitates basic living activities when it interacts with personal factors. Patrick Fougeyrollas et al., *Processus de production du handicap PPH: Évolution conceptuelle internationale dans le champ du handicap*, Guide de formation (Québec: RIPPH, 2007).

quality and variety of the student's relationships with classmates or school personnel, or by the student's place in extracurricular and leisure activities, at school and in the community. The CASP Education Program is based on developing students' competencies so that they may participate as fully as possible in society.

The program's aims comprise two integral concepts, namely autonomy and self-determination. Schools can influence the student's environment by promoting the development of autonomy, defined as a person's ability to make decisions, carry out those decisions and meet his or her specific needs without being under the power and control of others.¹⁹ By developing autonomy, students with intellectual disabilities are able to make choices, express their tastes and preferences, make decisions and perform everyday tasks. In addition, social participation requires the development of self-determined behaviours. Self-determination is defined as the set of skills and attitudes required for a person to take direct action in his or her life by making free choices that are not influenced by unwarranted external agents.²⁰ In addition to autonomy, young people who develop self-determined behaviours learn to observe and know themselves as people, set goals and solve problems. They acquire learning that gives them more control over their lives and helps them to develop a sense of self-efficacy.²¹

To develop their autonomy, people with intellectual disabilities must acquire a certain number of skills. For example, oral and written communication skills, the ability to use numbers, and the ability to manage time, money and space (find their way and travel from place to place) will all play a role in determining how successfully they are able to participate in society.²²

Aim of the CASP Education Program

Students with moderate to severe intellectual disabilities will be able to participate in community life to the best of their ability.

The CASP Education Program is therefore part of a broader approach to educational training. It aims to provide students with tools that will enable them to develop and gradually fulfill the requirements of their personal lives. It reflects the importance of promoting the development of students' autonomy and self-determination in accordance with their abilities by providing them with a variety of opportunities to participate as much as possible in decisions that affect them. It seeks to increase their level of social participation by having them carry out activities in daily life and, through this, to contribute to society.

19. Adapted from Sylvie Rocque et al., *De l'autonomie à la réduction des dépendances* (Montréal: Éditions Nouvelles, 1999), 39.

20. Yves Lachapelle and Michael L. Wehmeyer, "L'autodétermination," in *La déficience intellectuelle*, ed. Marc J. Tassé and Diane Morin (Boucherville: Gaétan Morin Éditeur, 2003), 209.

21. *Ibid.*, 204-214.

22. Lise Saint-Laurent, *L'éducation intégrée à la communauté en déficience intellectuelle* (Québec, 1994). Québec, Ministère de l'Éducation, *Programmes d'études adaptés, enseignement primaire* (Québec, 1996); Québec, Ministère de l'Éducation, *Programmes d'études adaptés avec compétences transférables essentielles, enseignement secondaire* (Québec, 1997); Jacques Langevin, Carmen Dionne and Sylvie Rocque, "Incapacités intellectuelles. Contexte d'inclusion et processus d'adaptation de l'intervention," in Nadia Rousseau and Stéphanie Bélanger, *La pédagogie de l'inclusion scolaire* (Montréal, 2004), 173-203; Sahar El Shourbagi and Jacques Langevin, "Identification d'habilités alphabètes nécessaires à l'autonomie," *Revue francophone de la déficience intellectuelle*, 16, 1 and 2 (2005), 5-22.

Orientations of the CASP Education Program

To achieve good quality education, the program proposes five orientations that will serve as foundations for educational actions:

- success for all
- education adjusted to suit the students' needs and abilities
- education focused on competency development
- evaluation that promotes learning
- effective educational practices

Success for all

Success for all involves allowing every student to receive the best possible education and obtain recognition for his or her learning. This concept encompasses two aspects: official educational success and success according to each student's abilities.

The Policy on Special Education notes that success may differ according to the students' individual abilities and skills, and defines success as "obtaining observable, measurable, recognized results concerning the student's development, an ongoing record of the student's progress."²³ To report on those results and do justice to the student's learning, the *Basic school regulation for preschool, elementary and secondary education* sets out the conditions for preparing and issuing the school report card. Students with handicaps or with social maladjustments or learning disabilities may, however, be exempted from

the provisions relating to the reporting requirements. Relevant information is available in the current annual directives.

Official educational success

Official educational success is reflected in formal recognition by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche. Schools are responsible for providing the conditions needed for their students to meet the requirements for an attestation of competency. An attestation may be issued to students who meet the requirements of the education program intended for students between 16 and 21 years of age.

Success according to each student's abilities

To achieve success according to each student's abilities, schools must offer all their students, including those with intellectual disabilities, stimulating opportunities to become involved in their learning, demonstrate their skills and participate actively in school life. By offering challenges tailored to individual students' abilities, schools will foster their personal development, help them to achieve autonomy and learn how to interact socially, and enhance their ability to occupy their rightful place in society. Over the years, students will come to recognize themselves as active participants in the educational actions that concern them.

23. Québec, *Adapting Our Schools to the Needs of All Students, Policy on Special Education*, 15.

Education adjusted to suit the students' needs and abilities

Students with intellectual disabilities have their own specific needs and abilities, which differ from one individual to the next. In this respect, and in compliance with s. 96.14 of the *Education Act*, an individualized education plan, adapted to the student's personal needs, is used to plan and coordinate the actions required to promote development and success.

An individualized education plan is a joint process under the responsibility of the school principal, carried out in conjunction with the student's parents, the student and the school personnel concerned. Throughout the student's time at school, the plan provides clear, concrete and realistic requirements for instruction and socialization. Rigorous, ongoing evaluation of the student's progress is needed to ensure that appropriate choices are made, in particular with regard to learning content, and so that adjustments can be made along the way.

Ensuring that the student plays an active role in the process brings the additional benefit of making the student a core element of his or her learning.

The role of complementary educational services²⁴ is to help coordinate the interventions required in carrying out an individualized education plan. Thanks to their expertise, the specialized personnel who provide these services are able to offer additional insight, as well as tools that may be useful in resolving problems as they arise and supporting the student's success.

24. Québec, Ministère de l'Éducation, *Complementary Educational Services: Essential to Success* (Québec, 2002).

Education focused on competency development

In many respects, and faced with similar situations, students with intellectual disabilities are like other young people their age in that they must overcome complex obstacles. In order to feel prepared and appreciated, they need knowledge and a range of competencies that will allow them to participate more actively in society. Schools have a duty to contribute to their development by teaching them the skills and competencies they need in their everyday lives, and by providing the best possible conditions for learning by reducing the environmental obstacles that hinder the students' ability to fulfill their potential.

In this program, **the concept of competency refers to the ability to use appropriate resources in order to act effectively in different situations.** This definition addresses three components of competency: having a set of resources, using resources that are relevant to the context, and being able to adjust to a variety of situations.

Students should have a broad range of different resources available to them, and it is important that teachers use every possible opportunity to help them build upon and enrich them. The resources to which students have access may be internal (e.g. acquired knowledge, personal attitudes, or the cognitive, emotional, motor and social skills developed through a variety of life experiences) or external (e.g. information available in the environment, time and spatial layout, technology, or the people or tools to which the students may have recourse). Using resources that are appropriate to a given context implies that students must be able to call upon a range of resources, intentionally and effectively, in order to apply the competency. The notion of competency refers to this ability to transfer learning; in other words, students must be

able to reuse what they have learned, effectively, in a variety of contexts.

To exercise a competency, it is essential that students acquire diversified knowledge. Knowledge is a resource that students can use to act effectively. They already have a certain amount of knowledge when they start school, and are motivated to acquire more. To help them expand their knowledge over time, school personnel must base their interventions on each student's abilities and strengths, and apply the necessary support measures.

Teachers play a vital role in this process, and their input is a key part of the learning process for each student. It is up to the teachers to select the appropriate learning elements for the competencies to be developed, and to adapt their teaching. To support the students as they acquire the knowledge they need to develop the competencies, the teacher can call on a set of strategies and knowledge described in Chapter 3 of this program, "Program Content."

Gradually, with the teacher's support, the students develop the program competencies, identifying and using resources that are appropriate for the situation, performing tasks of varying complexity properly, in a given context, and adjusting their actions to take into account any constraints imposed by the situation.

Evaluation that promotes learning

The 2003 Policy on the Evaluation of Learning²⁵ highlights the fundamental and instrumental values applicable to education in Québec, which provide a basis for quality evaluation. These fundamental values are justice, equality and equity, and the instrumental values are coherence, rigour and openness.

Given the importance of evaluation throughout the learning process, it is important for evaluation strategies and methods to be consistent with the principles of pedagogical differentiation. If progress is to be continuous and educational success is to be available to everyone, then evaluation must be used as a lever for learning and must contribute to the students' overall development, regardless of their particular needs.

Evaluation that promotes learning allows teachers to adjust their pedagogical actions according to the student's progress, and to take appropriate measures. Every student therefore continues to learn based on his or her prior learning, needs and abilities. The student is given challenges with requirements that are realistic for him or her, and is able to progress.

In addition, the teacher uses the prescribed methods to make a judgment and identify the level of competency development. This process continues throughout the student's time at school. The teacher collects, examines and interprets information using the evaluation criteria for each competency to build a judgment and make the appropriate pedagogical and administrative decisions.

25. Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning*, 2003.

The *Guide to the Evaluation of Learning* for the CASP Education Program²⁶ serves as a common reference tool, and provides teachers with guidelines to help them report on their students' progress.

Effective educational practices

Schools play a vital role in allowing young people to glimpse the lives they will live and the contributions they will make to society, based on their individual abilities. School personnel, by helping students take gradual responsibility for their education, persevere with a task or project or learn about democratic life in the classroom, use a variety of practices to support the students' development, with due regard for their individual situations. Schools, by using effective practices, take advantage of every opportunity to encourage the students to make connections between their learning at school, the situations they encounter in everyday life and modern social realities.

Among other things, the *Education Act* allows teachers "to select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student"²⁷ entrusted to their care (s. 19). Based on this, the program highlights some recognized practices that may help the students to become active and enthusiastic participants in the competency development process. These include support practices, collaborative practices, transitional practices and pedagogical practices.

26. Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Guide to the Evaluation of Learning – CASP Education Program: A Competency-Based Approach to Social Participation*, 2015.

27. *Education Act*, s. 19.

Support practices

Ongoing support is vital to ensure that every student is able to develop competencies. Teachers play an essential role in this respect. The students are the only ones who can develop and exercise their personal competencies. To do this, however, they need to acquire knowledge and be given opportunities to use it appropriately, in a variety of contexts. Teachers provide support and help their students to define what they already know, identify the internal and external resources required to learn, and apply what they learn in new situations. Support is something that can be provided by all school staff members. It helps to create a climate of respect and trust, conducive to competency development.

Collaborative practices

Collaboration between the school and the family is essential in providing support for the student throughout his or her education. The collaborative process begins when the individualized education plan is prepared, and brings together the various actors who will be working with the student. Its aim is to obtain consensus on the educational decisions and methods needed to achieve ongoing progress. The 1999 Policy on Special Education suggests that parents should be invited to the school and given support in order to create a partnership that will help the student to succeed. The Policy also suggests that schools should be open to their partners, in order to form a true educational community.²⁸ School-family-community collaboration plays an important role in the overall development of the child, and facilitates social participation.

28. Québec, *Adapting Our Schools to the Needs of All Students: Policy on Special Education*.

The education and the health and social services networks²⁹ may sometimes need to work together to meet the students' needs properly and foster their development. Young people who have an individualized education plan at school and a plan of individualized, intersectoral services (PIIS) prepared in collaboration with the health and social services system should, along with their families, be able to count on services that complement one another. Joint action with due respect for the roles of the actors concerned, including the student, will facilitate the path through school and help the student to achieve success.

Transitional practices

Quality transitional practices³⁰ that meet the students' needs at different stages of their education are essential. These practices, applied during the transition to elementary education or between elementary and secondary school, will help ensure that the students continue to progress with their learning, and will help generate a renewed sense of safety and trust as they face up to their new challenges.

The transition to the new program for students aged 16 to 21 is also extremely important, since it will require a greater level of autonomy and will be the final stage in the youth sector. Special attention should be given to the transition from school to active life in this program, which is designed to meet the students' special needs as they prepare to integrate into society and the workplace.³¹

29. Québec, Ministère de l'Éducation, *Two Networks, One Objective: The Development of Youth – Agreement for the Complementarity of Services Between the Health and Social Services Network and the Education Network* (Québec, 2003).

30. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Ensuring a Smooth Transition From Elementary to Secondary School* (Québec, 2012).

31. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Guide d'utilisation en lien avec le canevas de base du plan d'intervention* (Québec, 2011).

Pedagogical practices

To maximize the students' learning, the program also calls for pedagogical practices that are chosen for their relevance and effectiveness. Differentiated instruction ranks high among the proposed practices, since it takes into consideration the students' prior learning, needs and abilities, and their individual challenges. Differentiated instruction is a practice whereby instruction is individualized by the teacher, who uses his or her knowledge of the students' characteristics to choose instructional and evaluation methods that will promote learning.³² In differentiated instruction, teachers make choices for each student from the learning elements included in the educational content. Effective pedagogy, adapted to students with intellectual disabilities, uses a variety of approaches. Some of the avenues that may reduce obstacles and enhance social participation by young people with intellectual disabilities include technological adaptations, teaching of alternative skills, and adapted instruction. Table 1, on page 13, presents a summary of basic educational strategies that teachers may use as inspiration to guide learning by students with intellectual disabilities. Basically, it is through differentiated instruction, transfer activities, adjustment of task complexity and meaningful activities that these students are able to develop the competencies they need to participate in society.

32. Mélanie Paré and Nathalie S. Trépanier, "Individualiser l'enseignement pour les élèves intégrés en classe ordinaire: Mieux définir pour mieux intervenir," in *La pédagogie de l'inclusion scolaire: Pistes d'action pour apprendre tous ensemble*, 2nd Edition (St-Foy: Presses de l'Université du Québec, 2010), 296.

TABLE 1 – Summary of Basic Educational Strategies³³

Plan and present meaningful learning activities	Plan learning transfer activities
<ul style="list-style-type: none"> ▪ Present learning activities that are challenging but realistic for the student. ▪ Present meaningful tasks that have useful, functional, immediate outcomes. ▪ Use the life areas to provide authentic, meaningful contexts. ▪ Give the student clues to help him/her recall prior knowledge. ▪ Use material that is meaningful and appealing to the student. ▪ Eliminate or control irrelevant stimuli. ▪ Capture the student's attention. ▪ Present information: <ul style="list-style-type: none"> ✓ in small units ✓ in gradual increments from the simplest to the most complex ✓ with due regard for limitations in the working memory and mental processes to which the student has access ▪ Inform the student of the anticipated outcomes and usefulness of the learning. ▪ Adapt guidance and modelling interventions. ▪ Gradually reduce support to encourage the student to become more autonomous. 	<ul style="list-style-type: none"> ▪ Vary the opportunities to apply competencies. ▪ Highlight the similarities and differences in contexts. ▪ Use knowledge in different contexts. ▪ Ask the student to identify or clarify the knowledge. ▪ Guide the student verbally and physically when carrying out a task. ▪ Explain the learning transfer conditions. ▪ Choose contexts that are as similar as possible to the natural contexts in which the knowledge or skill would be applied. ▪ Assign tasks that are similar to those in which the student has already applied a competency. ▪ Offer frequent, immediate opportunities to apply what has been learned. ▪ Be attentive and respond to the student's requests. ▪ Collaborate with parents to ensure that learning is applied in everyday life.
Promote learning by adjusting the complexity of tasks	Differentiate instruction and support motivation
<ul style="list-style-type: none"> ▪ Highlight clues relevant to the task, provide memory aids, etc. ▪ Separate essential information from secondary information. ▪ Maintain semantic and morphological stability. ▪ Organize the task sequentially. ▪ Help the student make connections between the steps in the task. ▪ Highlight the strategies or procedures that promote learning. ▪ Explain the links between prior knowledge and new knowledge. ▪ Reduce the complexity of tasks. 	<ul style="list-style-type: none"> ▪ Adapt tasks and materials to each student's needs. ▪ Allow the student to choose activities or materials. ▪ Take the student's interests into account. ▪ Consider each student's pace and the mental processes to which he or she has access. ▪ Encourage the use of technological aids or environmental adaptations. ▪ Highlight progress and success. ▪ Give ongoing encouragement through feedback or reinforcement. ▪ Offer opportunities for the student to do the same things as other students of his or her age.

33. Based on Table 1, p. 26, of the *Education Program for Students with a Profound Intellectual Impairment*, Québec, Ministère de l'Éducation, du Loisir et du Sport, 2011, and *Synthèse des principes fondamentaux de l'action éducative*, p. 32 of the *Programmes d'études adaptés: Français, mathématique, sciences humaines, enseignement primaire*, Québec, Ministère de l'Éducation, 1996.

The Components of the CASP Education Program

Schools, if they are to help young people achieve success, must focus on the ability of students with moderate to severe intellectual disabilities to learn, socialize and obtain qualifications. The CASP Education Program was designed with this in mind. It requires schools to take into account the needs, abilities and characteristics of every student, notably by choosing appropriate educational practices. Program content should be implemented based on the competencies to be developed and the life areas to be explored with the students.

Given the characteristics of the students and the variety of needs addressed by this program, differentiated instruction that takes into account the students' age, prior learning and abilities is essential. The process of preparing, monitoring and reviewing an individualized education plan will help to identify the elements that must be considered if the student is to progress over time and achieve the goals that have been set.

Competencies and life areas

The CASP Education Program targets the development of five interdependent competencies that underlie the knowledge and skills required for greater social participation.

The program **competencies** are:

- Communicates
- Uses the information available in his/her environment
- Interacts with people in his/her community
- Acts methodically
- Acts in a safe manner

The **life areas** are specific learning contexts in which the students can apply their knowledge and exercise their competencies in a variety of everyday situations. The life areas help give meaning to what the students learn in the classroom. Situated within authentic, meaningful learning contexts, they offer stimulating guidelines that help motivate the students as they apply their competencies. In addition, they anchor the students' learning in real situations, thereby helping them to apply it in other contexts. Five life areas have been selected for their relevance in educating students. They are: school life, personal care and well-being, leisure, home and community life, and travel.

Program content

The program content is composed of learning elements grouped together under seven subject headings:

- English Language Arts
- Mathematics
- Science
- Information and Communications Technologies (ICT)
- Physical Education and Health
- Arts Education
- Life in Society

The specific characteristics of all the subjects in the program help the students to participate more fully in community life. The program content combines with the key features of each competency, depending on the situation and requirements, allowing the students to participate in a learning activity. As for the learning elements, they are vital in developing and using the competencies.

The program content is varied and is appropriate for students in a broad age range (6 to 15) with a broad range of cognitive abilities (moderate to severe intellectual disabilities). Schools are in fact required to provide these students with activities suited to their chronological age, along with methods that allow them to perform the task properly, given their cognitive characteristics. In short, to help the students develop the program competencies, teachers must present learning situations based on the program content and connected to the life areas.

Figure 1 presents an overview³⁴ of the program components. The competencies, life areas and program content will be presented in detail in the chapters that follow.

34. Appendix 3 presents a summary table of the components of the CASP Education Program.

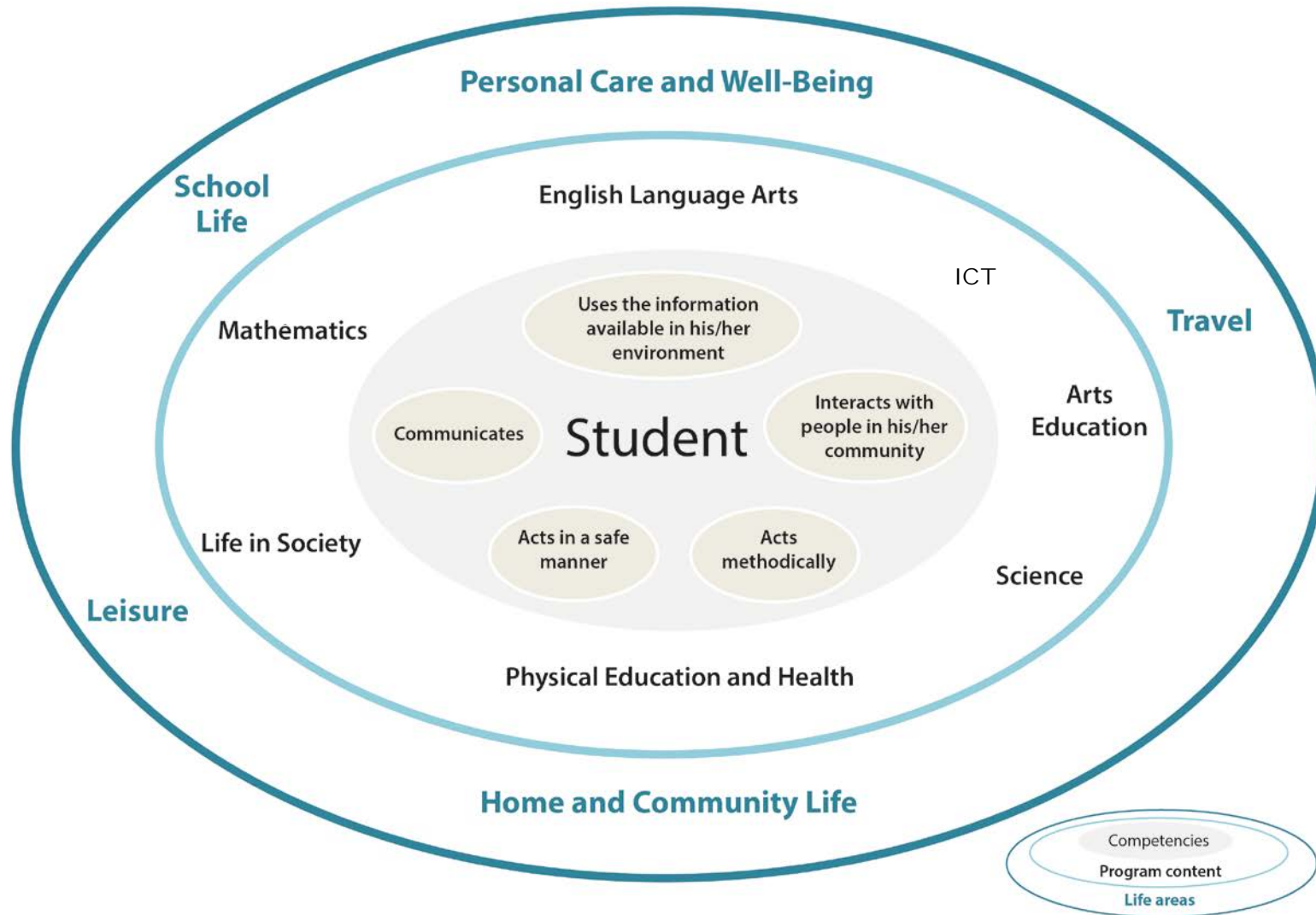


FIGURE 1 – Components of the CASP Education Program

The CASP Education Program comprises five competencies. Students with moderate to severe intellectual disabilities must acquire essential knowledge in targeted subjects in order to develop these competencies, which provide a basis for learning strategies and skills that will enable the students to enhance their self-determination and social participation. The program competencies are associated with a variety of everyday situations, and are explored through five main contexts known as “life areas.”

Life Areas

In the CASP Education Program, the life areas are specific learning contexts in which the students can apply their knowledge and exercise their competencies in a variety of everyday situations. Many researchers and professionals working with people who have intellectual disabilities seem to agree on the following life areas.³⁵

- **School Life:** This life area includes everyday situations involving learning and socialization activities at school, such as committing to learning at school, participating actively in classroom activities, maintaining personal relationships with classmates and school staff, listening to the teacher’s instructions and complying with the rules.
- **Personal Care and Well-Being:** This life area includes everyday situations involving hygiene and maintenance of good physical and mental health, such as personal grooming, getting dressed, washing, eating, exercising, adopting healthy sleeping habits and maintaining personal relationships with friends and family members.
- **Leisure:** This life area includes everyday situations involving activities that bring enjoyment and relaxation. Students should have access to a variety of leisure activities reflecting their tastes and interests. Quality of life is significantly influenced by leisure activities, and school is an environment within which students can develop new interests, for example, by trying out or practising different activities (games, sports, music, dance, painting, etc.), complying with safety rules in leisure activities, and maintaining harmonious relationships with other people during leisure activities.
- **Home and Community Life:** This life area includes everyday situations involving homemaking, diet and participation in family or community life, such as putting away clothes or toys, helping to prepare meals, shopping at the mall, complying with safety rules at home, eating in restaurants, maintaining harmonious relationships with neighbours and community members (storekeepers, dentist, nurses, police officers, pharmacist, librarian, hairdresser, etc.), and complying with civic rules.

35. In Québec, authors generally agree on the need to prepare young people with intellectual disabilities to function in the life areas, or domains, shown in the taxonomy presented by Richard B. Dever (1997). (Robert Doré, Serge Wagner and Jean-Pierre Brunet, 1996; Lise Saint-Laurent, 1994; Sylvie Rocque et al., 1999; Carmen Dionne et al., in Jean-Pierre Gagnier and Richard Lachapelle, 2002).

- **Travel:** This life area includes everyday situations involving safe travel in the immediate environment and in the community. For example, students may find their way around school or a public place, cross the street, navigate the neighbourhood, use public transportation, comply with the rules of safety, or interact appropriately with other people while travelling.

Although the living situations of students will differ according to their age, abilities, place of residence, family environment and socio-cultural environment, the life areas are key elements of the program, since they support the knowledge acquisition process, help to motivate the students to use their competencies, and provide guidelines for teachers as they plan their lessons. It is important to take advantage of the opportunities for social participation available to students. Cooperation with families and the community is therefore vital in order to ensure that learning situations can take place in a variety of different contexts to promote transfer of learning.

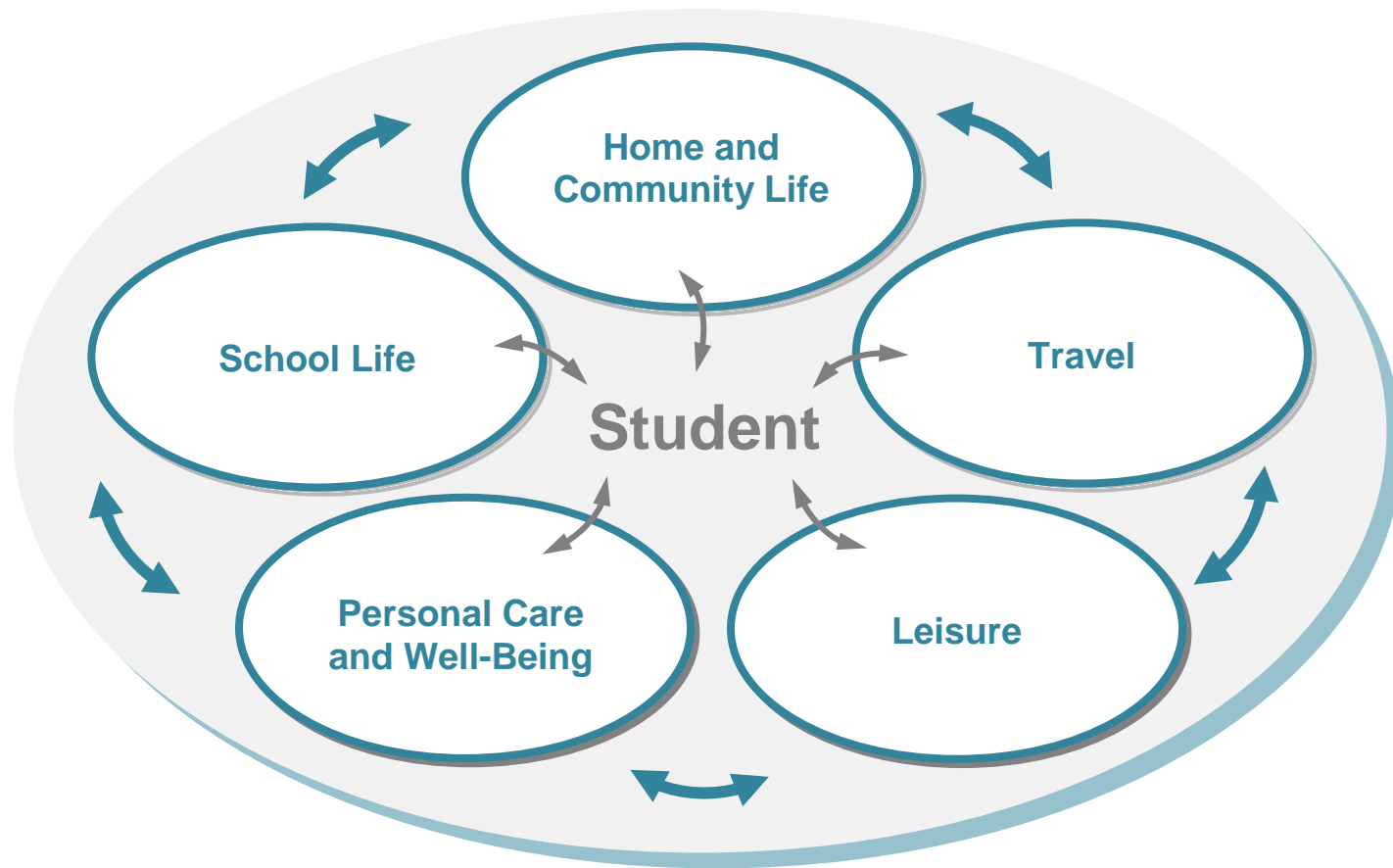


FIGURE 2 – Life Areas in the CASP Education Program

The Competencies

The target competencies in the program fall within the broader perspective of development for students with intellectual disabilities. They address issues such as written and verbal communication, using information available in the environment, interacting with people in the community, acting methodically and acting in a safe manner. They call upon the students' cognitive, emotional and social resources. Students who have acquired a competency are able to use appropriate resources in order to act effectively in different situations. The concept of competency also encompasses the notion of adjustment, since students must adjust their actions and choose their resources to suit the elements of each situation. Students with intellectual disabilities may be somewhat limited in their adaptive skills, and the teacher must therefore provide them with support and the means to overcome their adaptation difficulties and develop to their full potential.

The five program competencies are closely connected and complement one another. In everyday situations, students may be required to use one or more of the competencies to different degrees. Teachers support the development of competencies by planning and organizing learning and evaluation situations according to a logical progression or through explicit teaching of certain learning elements.

Competency development takes place on a continuum, and varies from one student to the next depending on a variety of factors, including age, prior learning, personal characteristics, the support and resources available in the student's environment, and the amount of support to which the student has access. Each student faces his or her own challenges with respect to knowledge acquisition and the potential for developing competencies.

The next section presents a description of each competency, including the focus, key features and evaluation criteria. The focus of the competency describes its nature and explains its relevance for students with moderate to severe intellectual disabilities. It promotes a common understanding among educators of what the competency entails. As for the key features, they embody the key aspects and dynamics of the competency. Together, they represent the process normally applied when

exercising the competency. Lastly, the evaluation criteria provide guidelines to help teachers observe the student's progression, adjust the methods of instruction and make an overall judgment of competency development. The connections between the life areas and the competencies are shown through examples of activities that take place within specific learning contexts.

The Competencies

- Communicates
- Uses the information available in his/her environment
- Interacts with people in his/her community
- Acts methodically
- Acts in a safe manner

COMPETENCY 1 – Communicates

Focus of the Competency

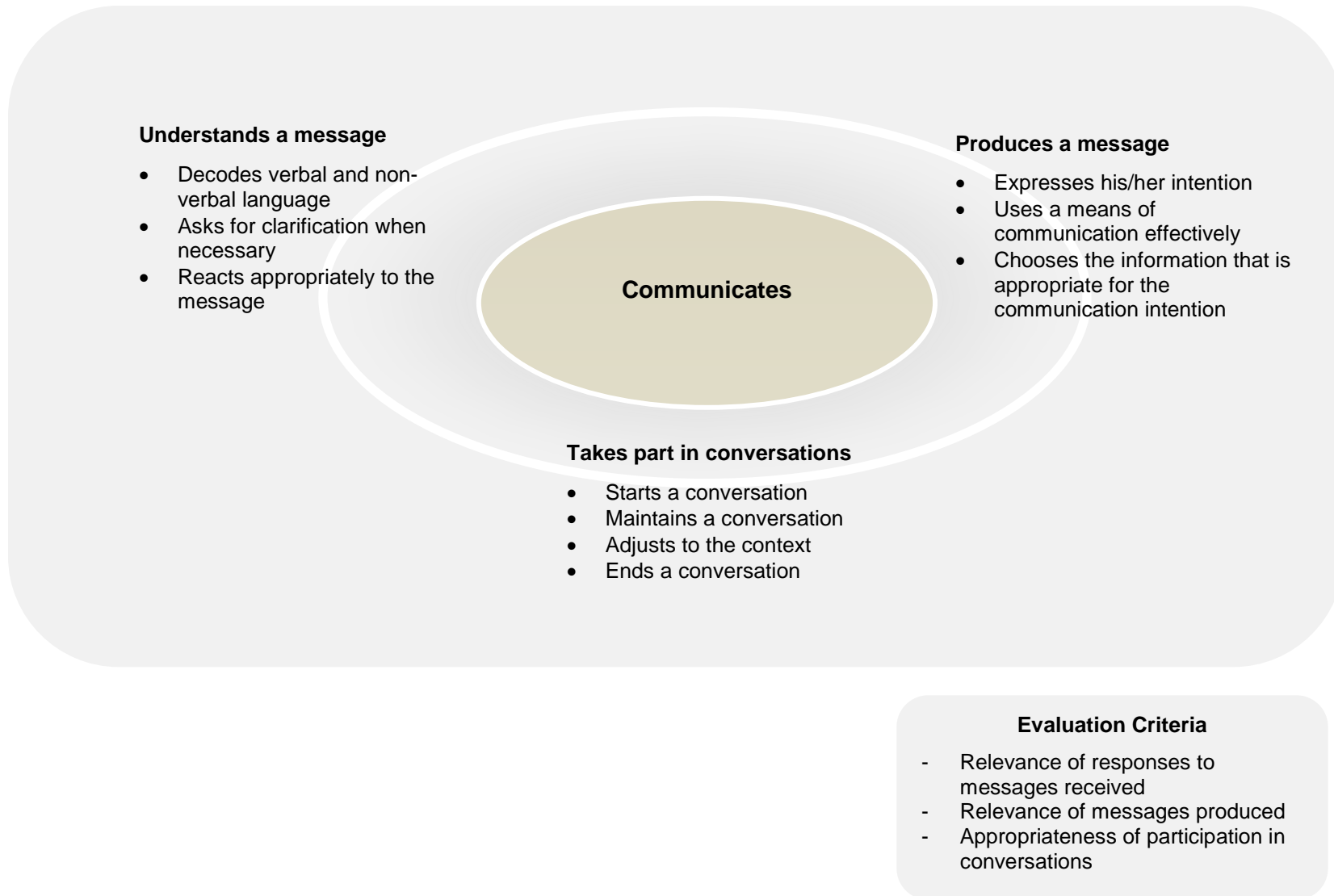
Communication involves entering into relationships with other people, understanding messages regardless of whether they are intended for oneself or for someone else, and being able to express oneself and converse with others in a variety of situations. The ability to communicate is a major issue for all students, since it is a powerful tool for personal and social development. Schools play a major role in developing this competency, by providing students with a variety of opportunities to practise during classroom activities. These learning activities are carefully planned to take into account the students' ages, developmental levels and interests, and take place within different communication contexts so that students are able to acquire linguistic, social and communication skills. As a result, they are able to expand their vocabulary and interact in a broad range of situations. As they develop the communication competency, students are able to access knowledge in different forms, gradually improve their ability to meet certain needs independently, and acquire tools that will help them to create and maintain relationships with other people. The communication competency is a key element of the program, since it helps the students to develop the other competencies more effectively. In addition, communication is an excellent way for students to express their identity.

Schools provide a context within which students are able to test different forms of language: spoken, written, gestural, artistic, musical, mathematical, symbolic, and so on. Of specific interest here is the language of instruction, which is the primary vehicle for social participation. To communicate, students use oral language, but they may also use written language and take advantage of communication aids such as pictograms, communication boards, assistive technology tools, personalized image banks and so on. At school, students have many different opportunities to communicate: for example, questioning the teacher about an element of learning from the program, understanding instructions given by the teacher, asking for help, expressing agreement or disagreement, writing down their telephone number for a friend, or reading a short message in the agenda. All these opportunities help them to become aware of the importance and utility of communication in different everyday situations.

Students who have developed the communication competency are able to produce oral or written messages, understand messages intended for them and take part in a conversation. They are able to communicate their interests, needs, ideas, feelings and wishes effectively. Where necessary, they indicate that they do not understand, ask questions and adjust their actions accordingly. During a conversation, they pay attention to the person speaking and to the message being sent. They are able to start, maintain and end a conversation in compliance with basic communication rules. Communication plays a significant role in the development of the other competencies, and it is vital that everyone concerned pay attention and devote the necessary effort to it.

COMPETENCY 1 – Communicates

Key Features and Evaluation Criteria



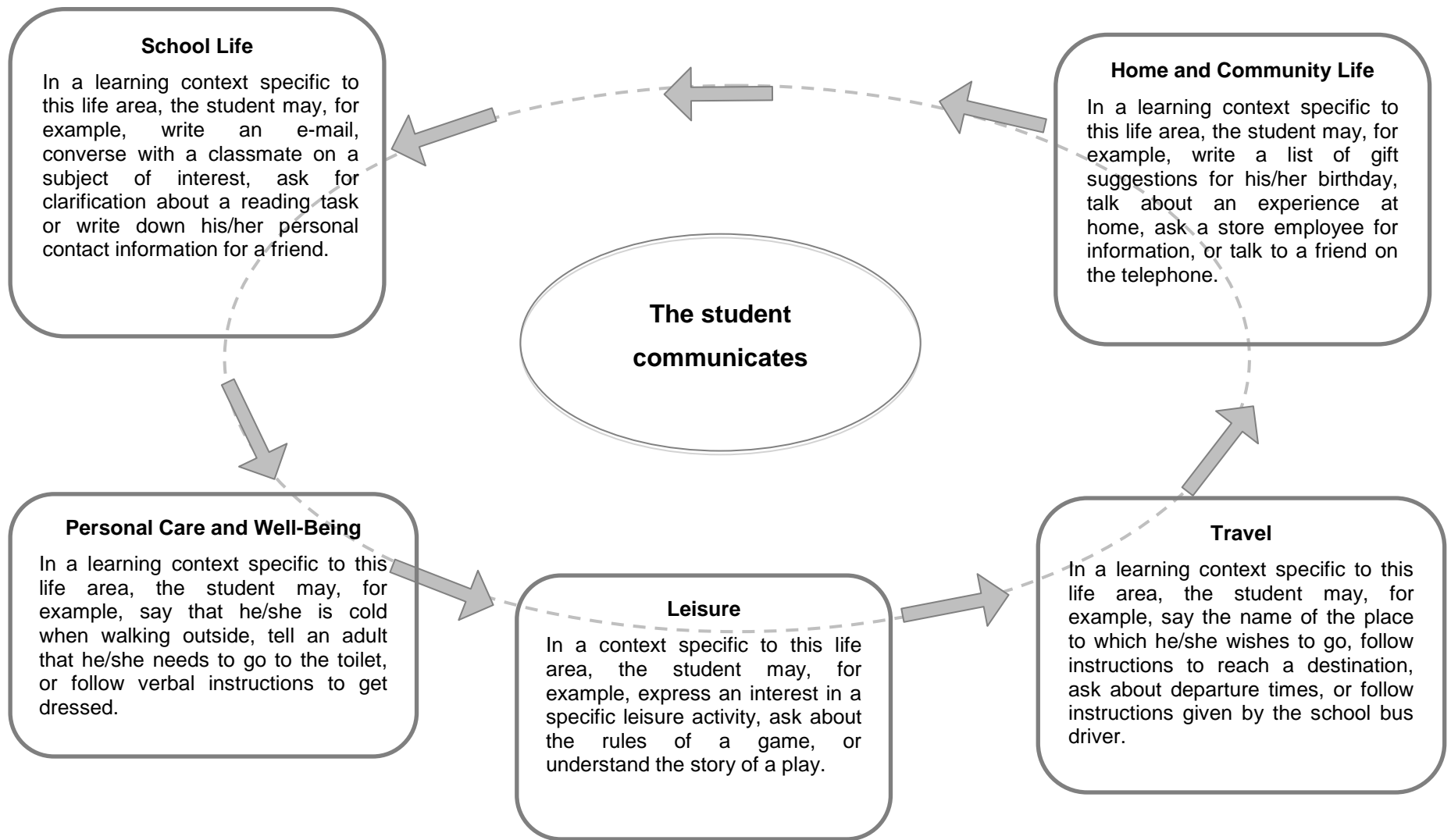


FIGURE 3 – Connections Between the Life Areas and Competency 1

COMPETENCY 2 – Uses the information available in his/her environment

Focus of the Competency

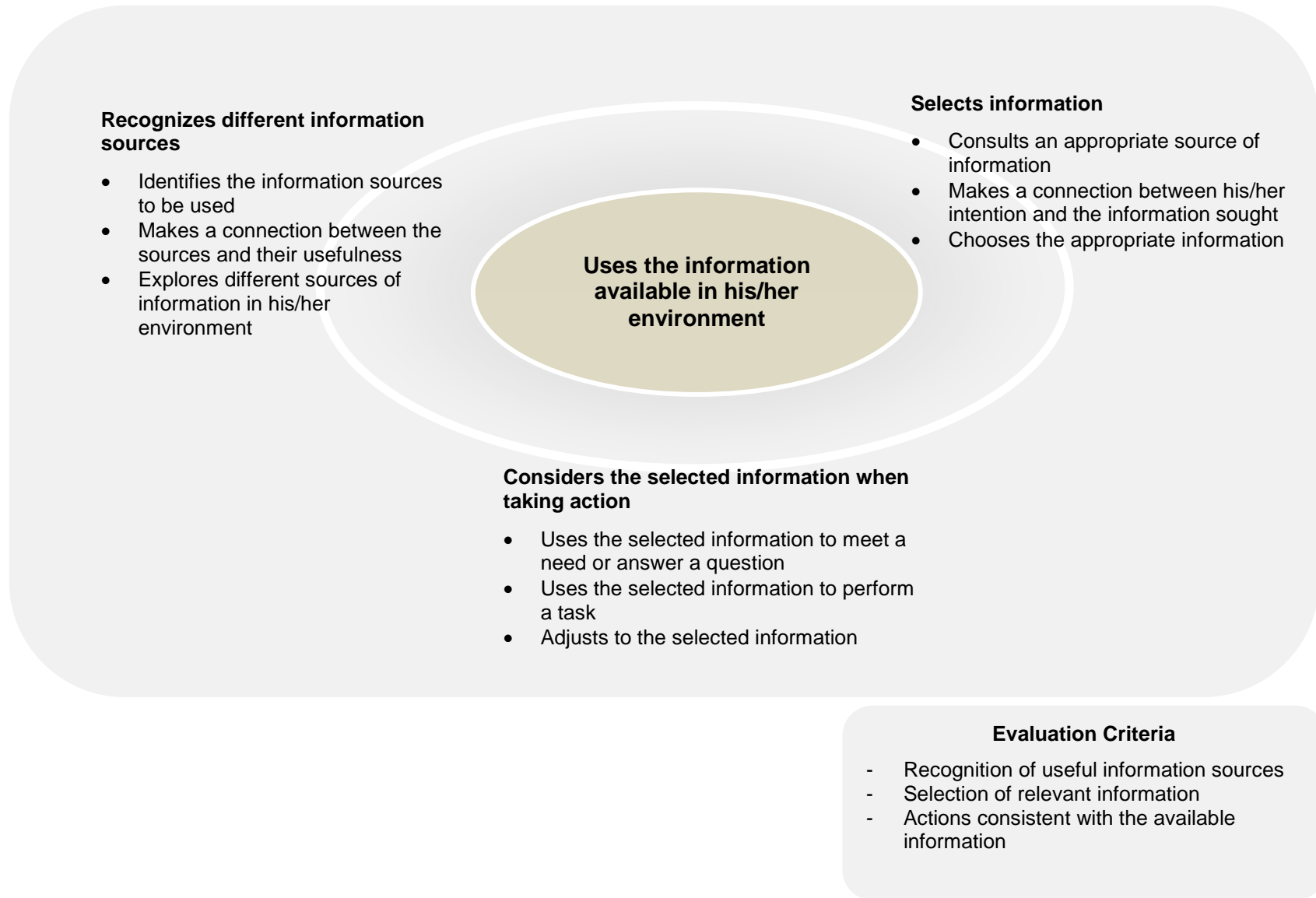
Using the information available in the environment means using information in different forms, from different sources, in order to act appropriately in a variety of situations. In modern society, on a daily basis, individuals must process a great deal of information from different sources: posters, newspapers, reference people, Web pages, books, radio, television, and so on. Information sources in the environment provide information that can be used to answer questions or meet needs. For example, a movie theatre Web site is an information source, and a movie schedule is information. Students already have access to some sources of information, since they will have begun to learn about them well before starting school. For example, they will already have seen a television timetable, a movie theatre poster or a restaurant menu. However, schools play a vital role in the development of the competency by providing students with opportunities to diversify their sources of information in a variety of situations. As the students gradually develop this competency over time, they learn to select relevant information efficiently from a given source, and use it as independently as possible.

School is an excellent place for students to discover the scope and wealth of information sources available in their environment, become aware of their usefulness and realize the importance of learning to take them into consideration. To do this, the school offers a variety of real-life information sources (e.g. bus timetables, restaurant menus, Web sites) and gradually teaches the students to choose the information they are most likely to be able to use in order to take action or answer questions. Depending on their abilities, the students use information from the available sources to guide their behaviour. For example, they may follow the class timetable, identify their bus by its number, look at an advertising leaflet to draw up a list of gifts, or dress appropriately for the weather. They learn to identify the information that will allow them to discover and understand their environment, expand their knowledge and progress in their learning, among other things by trying out different technological tools. The ability to use available information will allow them to put elements of learning from different subjects into practice and discover new things, and may trigger their interest and encourage them to become more actively involved, both at school and in society.

Students who have developed this competency recognize and use different sources of information needed to perform tasks at school or in society. To exercise this competency, students must be able to select information sources that meet their needs or answer their questions, and use information that allows them to achieve a goal or adjust their actions.

COMPETENCY 2 – Uses the information available in his/her environment

Key Features and Evaluation Criteria



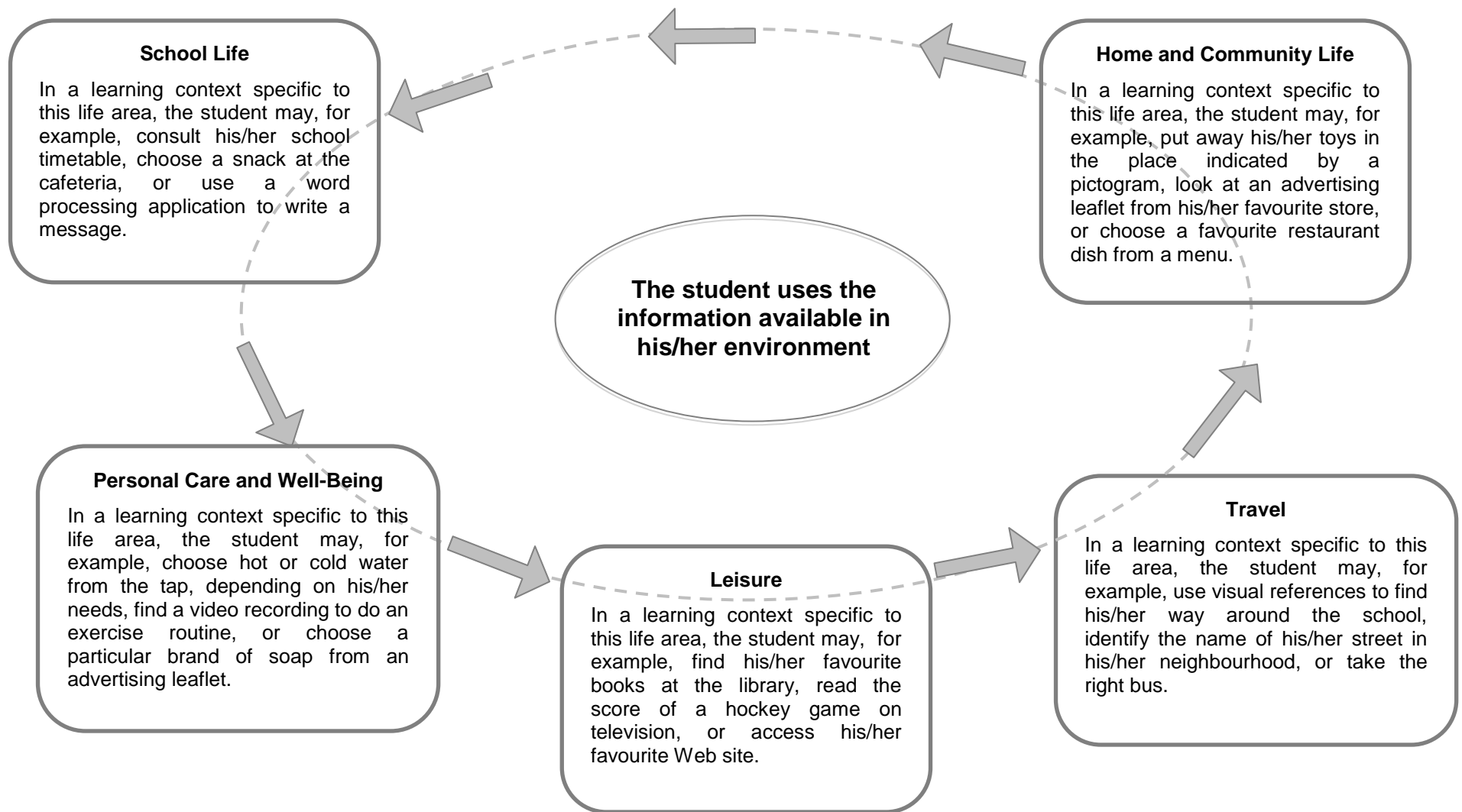


FIGURE 4 – Connections Between the Life Areas and Competency 2

COMPETENCY 3 – Interacts with people in his/her community

Focus of the Competency

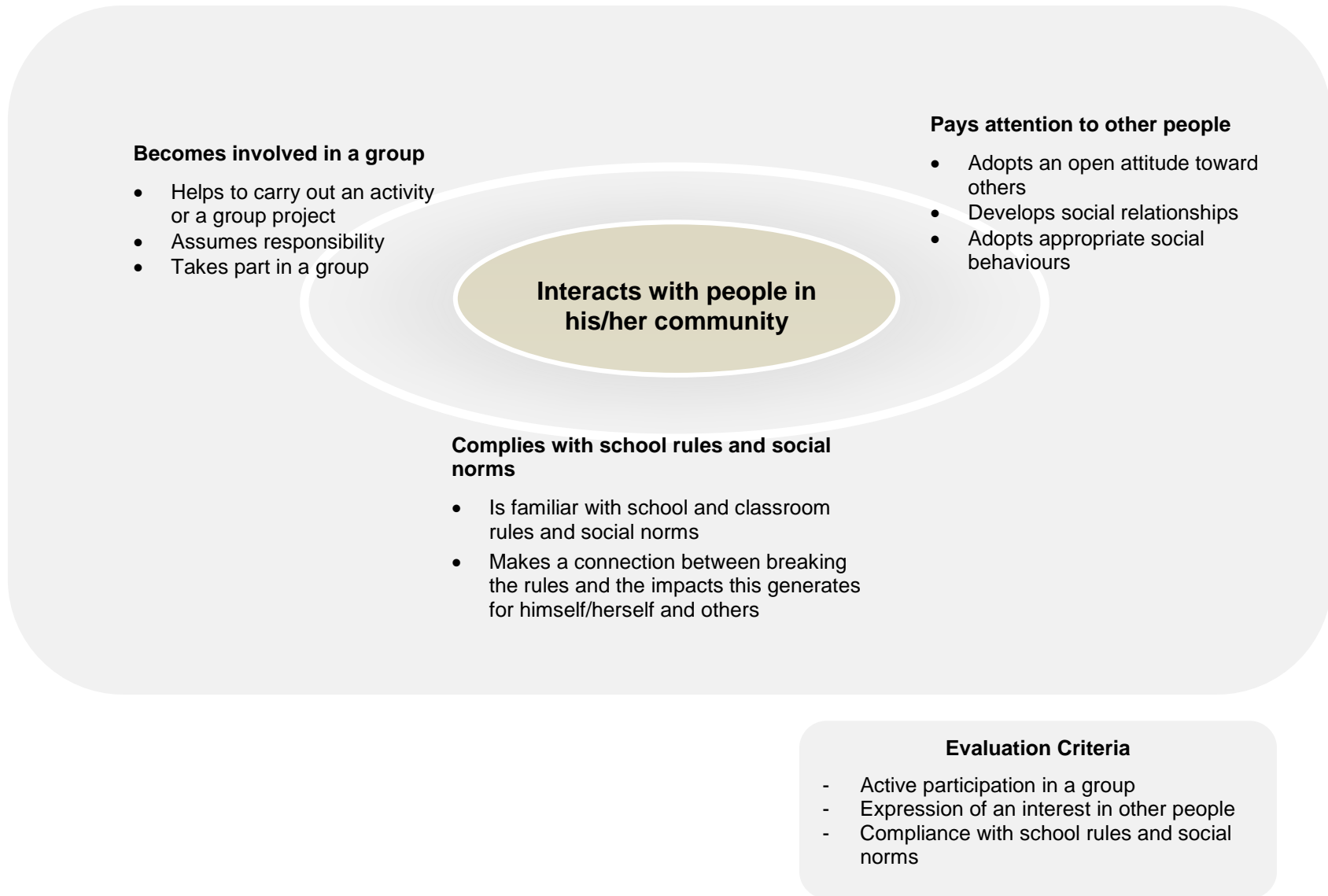
To interact with the people around them, students must be active in their community. School is an excellent place for socialization, where students have many different opportunities to realize the importance of being part of a community, become more open to others and prepare for their future role as full-fledged citizens. To encourage the students to interact with people in their community, the school takes systematic action to promote harmonious relations, encourage collaboration and introduce students to life in society.

The school encourages students to become actively involved by giving them the opportunity to carry out group projects. Working together to make a birthday card for the school principal, decorating the classroom for Halloween or helping to organize a show will all promote mutual help and commitment. The school is an extended community in which the students must interact and learn to live with other people. They benefit from this by adopting attitudes and behaviours that are conducive to the development of their social and communications skills. Depending on their age and abilities, for example, they can do this by greeting their bus driver, taking part in an activity at the school's daycare service or playing with a friend during recess. By developing this competency, they are gradually able to learn the social norms and the school's rules. The school's rules are written down, promote a better climate and help the students to understand what is forbidden and what is permitted in the classroom and at school in general. Social norms are behaviours considered suitable by society in general (e.g. courtesy, gestures of affection appropriate to a specific situation or respect for shared property). Students use the knowledge and strategies they have developed to expand their social networks. Over time, they learn to know and assert themselves as people, and begin to see themselves as full-fledged members of a group.

Students who are able to interact with people in their community are involved in group life, pay attention to others, follow the school rules and comply with social norms. To exercise this competency, they must become involved in group projects or social activities and assume responsibility to the extent that they are able to do so. They pay attention to others and maintain friendly relationships. In addition, they are able to behave appropriately toward the people with whom they interact, and in different interactive contexts.

COMPETENCY 3 – Interacts with people in his/her community

Key Features and Evaluation Criteria



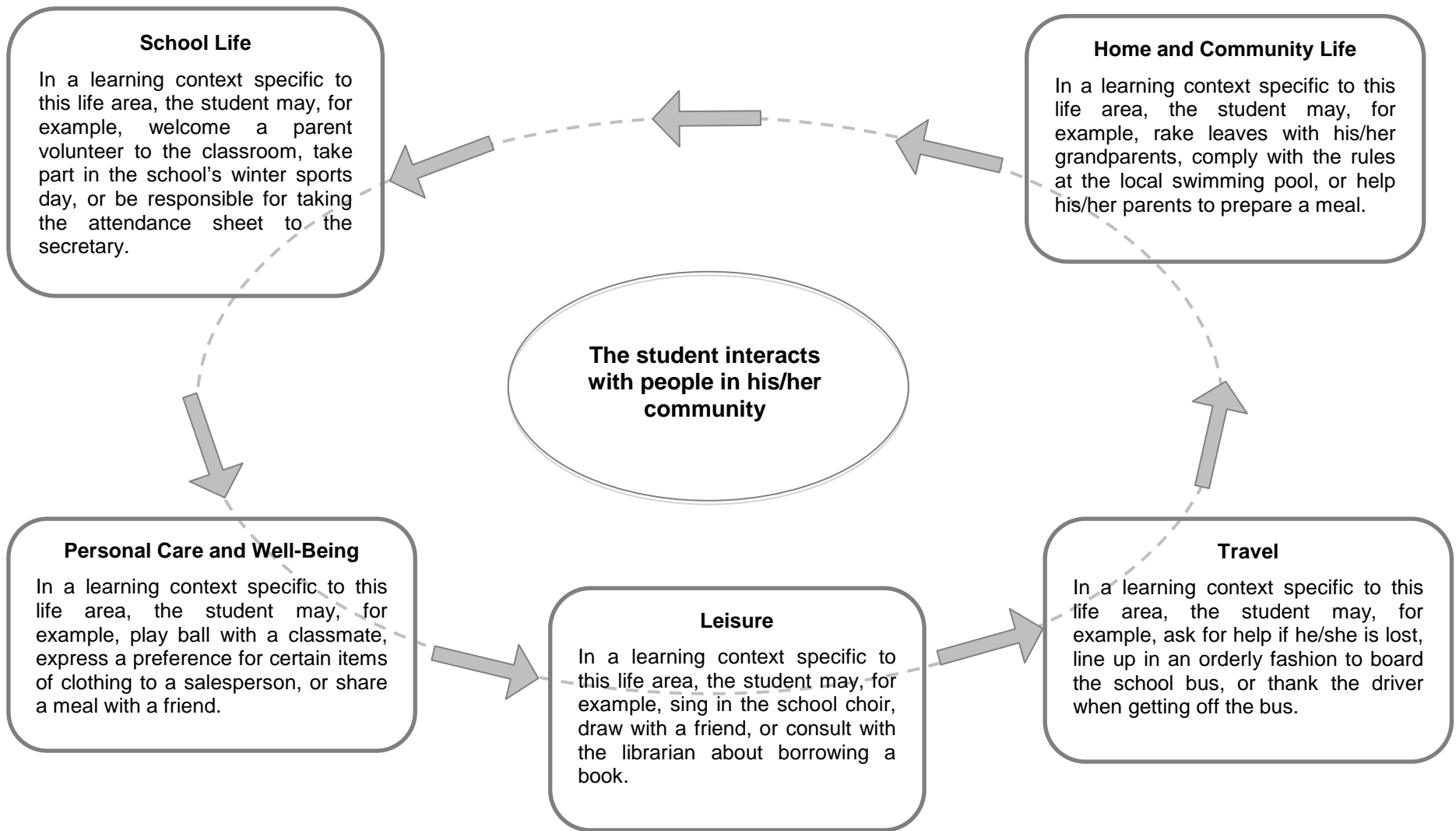


FIGURE 5 – Connections Between the Life Areas and Competency 3

COMPETENCY 4 – Acts methodically

Focus of the Competency

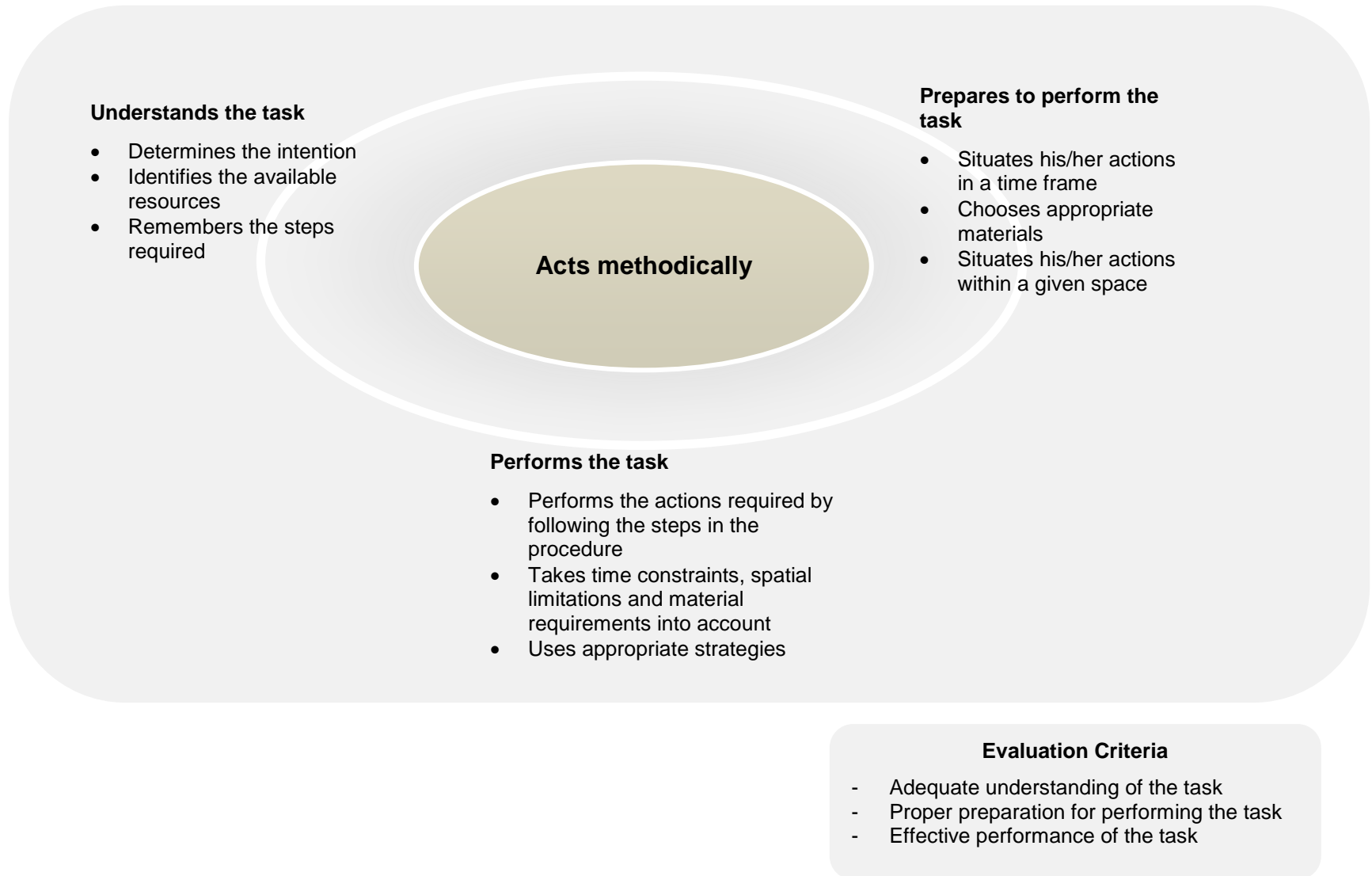
To act methodically, students must use appropriate means to complete an activity, carry out a project or perform a specific task. At school and in other areas of their lives, they are required to perform and complete different tasks. To do this, they must gradually learn effective procedures composed of different steps and based on the background knowledge they have acquired. The amount of information required will vary according to the complexity of the task. By developing the ability to act methodically, students can be more active in their learning and more independent when performing tasks that have been planned in advance. Some tasks may be performed using alternative strategies or procedures that have been adjusted to the students' abilities. In addition, the capacity to act methodically may have a significant impact on the students' success at school and social participation.

School provides students with opportunities to perform tasks of varying complexity, ensures that they have the knowledge and skills required to act methodically, and allows them to learn the procedures they need. The teacher helps the students to understand the task (e.g. intention, time frame, intended recipient, circumstances), to gather the materials they need, and to perform the task by applying the steps in the procedure and taking into account any spatial limitations or time constraints. For example, they may perform a task by applying a procedure, pay for a snack at the cafeteria, change their clothes for a physical education class, make a painting for their parents, or prepare a fruit salad for a special occasion. All the school subjects play a role in developing this competency, and some of the procedures or approaches learned can subsequently be reused in different situations. By performing a task successfully and becoming more independent, students are able to enhance their sense of self-efficacy.

Students who act methodically understand the task and are able to prepare for and perform it. To act methodically, students must have an idea of what must be done to achieve an anticipated outcome, select and use appropriate materials and follow a procedure as they perform the task. They adjust their actions to take into account any spatial limitations, and complete the task within the time allowed.

COMPETENCY 4 – Acts methodically

Key Features and Evaluation Criteria



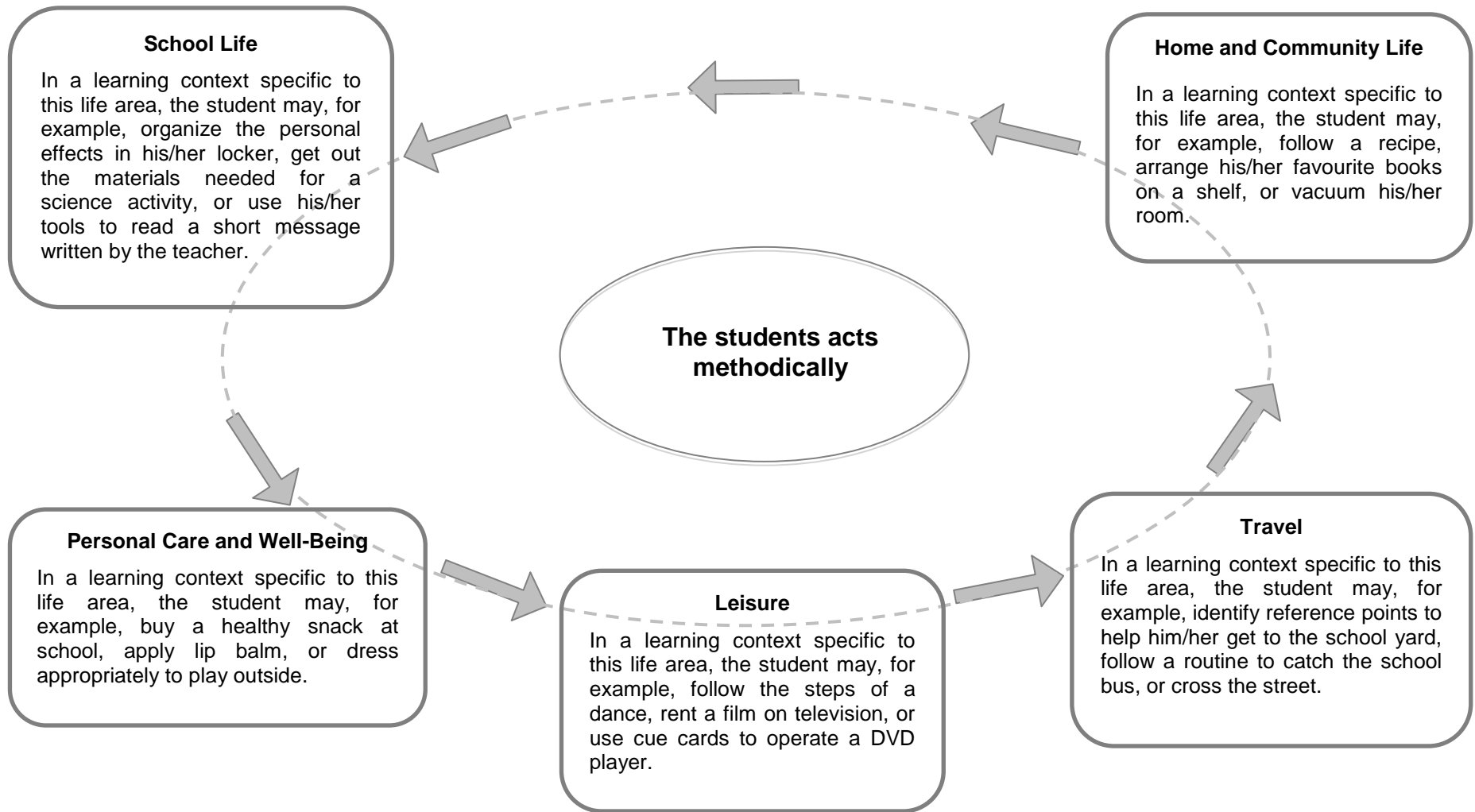


FIGURE 6 – Connections Between the Life Areas and Competency 4

COMPETENCY 5 – Acts in a safe manner

Focus of the Competency

To act in a safe manner, students must adopt safe behaviours and be able to react appropriately in emergencies or potentially dangerous situations. At school and in their other living environments, students must feel secure. They must gradually learn to act in a safe manner at school, and then adopt a prudent attitude in society. The school must provide students with opportunities to develop prevention- and safety-related skills, attitudes and behaviours in both real and simulated situations. As students learn to act in a safe manner, they are gradually able to become more independent.

The school must oversee the physical and psychological safety of the students, and must take into account their vulnerability factors. Although the school environment may be safe, structured activities designed to provide information, raise awareness and set examples will help provide the students with the tools they need to act appropriately in situations that may compromise their safety. Based on the students' ages and abilities, the teacher helps the students to understand the notion of danger by teaching them to recognize unsafe actions and unsafe situations. An *unsafe action* is a movement of the body that may be risky or dangerous to oneself, another person or property (e.g. crossing the street without looking both ways, pointing scissors at someone or throwing an electronic tablet onto the floor). An *unsafe situation* occurs when the student finds himself/herself in circumstances that may pose a risk (e.g. leaving his or her wallet on a bench, leaving school alone or without permission, playing outdoors during a thunderstorm). Students will also learn to recognize obvious and unusual *signs of danger*, such as smoke coming out of the oven, a hole in the street or the sound of a fire alarm. The teacher will ensure that the students are familiar with safety rules. In this way, they will gradually learn to behave in a safe manner in the places they visit, while they are travelling, when performing everyday activities and also in the presence of strangers. In an emergency, students will be familiar with the procedure or strategy to follow.

Students who act in a safe manner recognize potentially dangerous situations, adopt safe behaviours and know what to do in an emergency or a potentially dangerous situation. They are able to identify signs of danger, and to recognize unsafe actions, unsafe situations and their consequences. They comply with safety rules and are careful when handling certain objects or using potentially harmful products. They are familiar with the procedures to follow and the support resources to call upon in an emergency or if they feel they are in danger.

COMPETENCY 5 – Acts in a safe manner

Key Features and Evaluation Criteria

Recognizes potentially dangerous situations

- Identifies signs of danger in his/her environment
- Recognizes unsafe actions and unsafe situations
- Understands the consequences of unsafe actions and unsafe situations

Adopts appropriate safe behaviours

- Follows the rules of safety
- Acts prudently
- Avoids unsafe situations

Acts in a safe manner

Knows what to do in emergencies and potentially dangerous situations

- Identifies the appropriate procedure or strategy to follow in an emergency or potentially dangerous situation
- Names the available support resources

Evaluation Criteria

- Recognition of potentially dangerous situations
- Demonstration of safe behaviours
- Recognition of the appropriate procedure or strategy to follow in an emergency or potentially dangerous situation

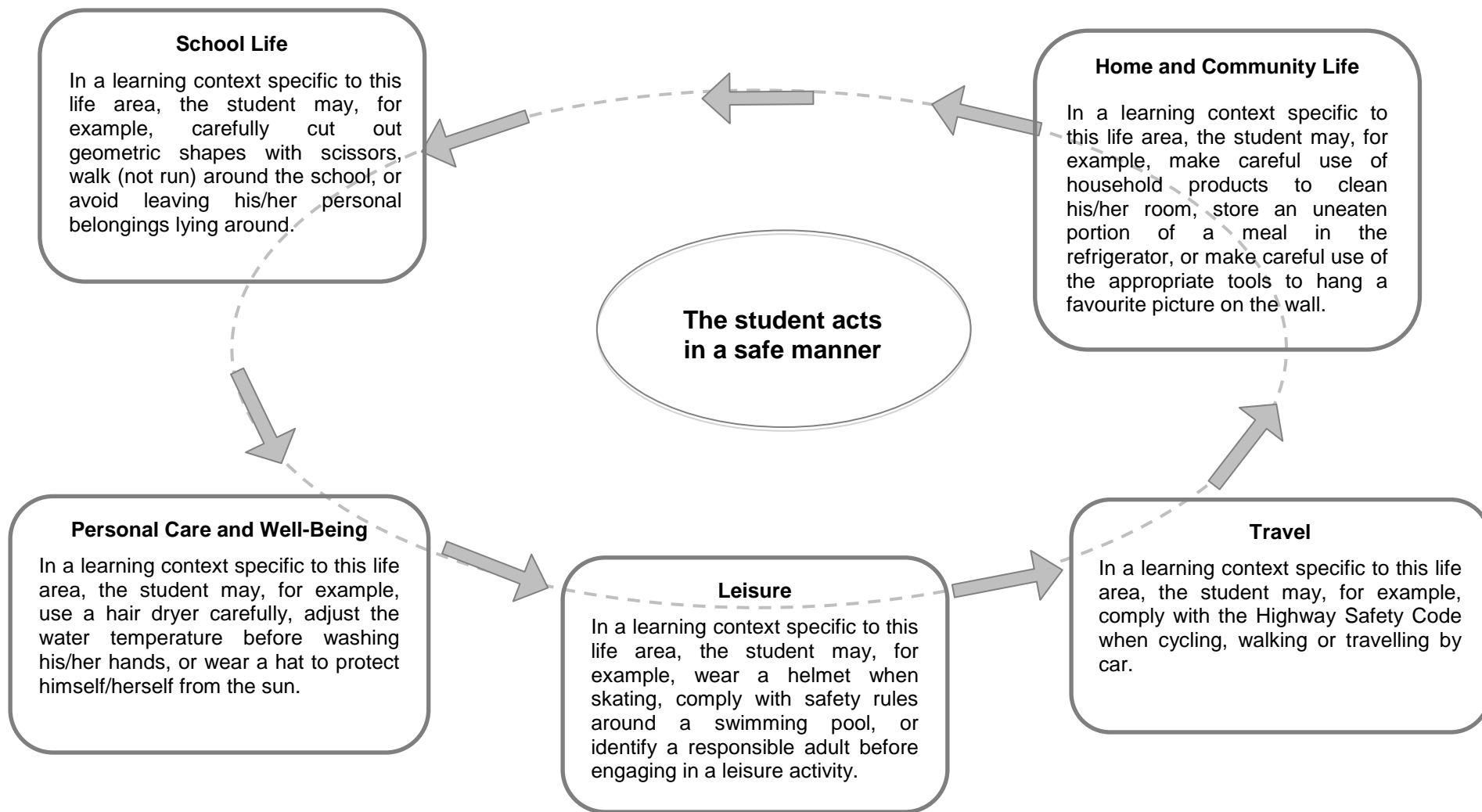


FIGURE 7 – Connections Between the Life Areas and Competency 5

Program Content

The role of the school is to help students with moderate to severe intellectual disabilities broaden and expand their knowledge gradually, and develop the five competencies of the CASP Education Program so that they can become more autonomous and participate more actively in society. The program content as a whole plays a role in achieving this goal.

This chapter presents an extensive set of learning elements designed to help students develop and use the program competencies. The development of competencies and acquisition of knowledge are inextricably linked, and both aspects should be worked on at the same time. To ensure that students are able to participate fully in society, it is important to put the emphasis on acquiring oral and written communication skills, number skills, time and money management skills, and spatial management skills (orientation and travel).

The program content is divided into seven subjects: English Language Arts, Mathematics, Science, Information and Communications Technologies, Physical Education and Health, Arts Education and Life in Society. Depending on the subject, the content may include knowledge, strategies, processes or techniques.

The learning elements to be targeted will depend primarily on the competencies to be developed, and will be carefully chosen by the teacher, individually for each student, based on his or her needs and prior knowledge. The goal is for all students to use their abilities to the fullest during their schooling.

The content for each subject is presented in a table showing possible connections to each of the five CASP Education Program competencies. Each learning element may contribute to the development of more than one competency. Teachers may wish to draw on the connections presented in the tables when planning their lessons.

Subjects

- English Language Arts
- Mathematics
- Science
- Information and Communications Technologies (ICT)
- Physical Education and Health
- Arts Education
- Life in Society

English Language Arts

Language is a fundamental communication tool used by humans to express their thoughts and feelings and to share information. In all cultures, language makes expression, creation and communication possible. Furthermore, it serves as an anchor and cultural reference point needed to build and strengthen socio-cultural identity. The use of language allows us to interact with others and gives us access to collective knowledge that serves as a foundation for learning. The understanding and use of oral as well as written language allows us to interact more fully in our daily lives.

School contributes significantly to language learning by providing students with multiple opportunities to be exposed to authentic literary, popular, and information-based children’s books that are appropriate to the student’s age and interests. These texts will help teachers provide the necessary experiences, strategies and processes to encourage students to express their ideas, feelings or needs and then to demonstrate their ability to fulfill these needs. It is through the development of their language skills that students will gradually learn to make choices, make decisions and express their opinions. This will help them to lead more active lives at home and at school, to develop perspective, and to integrate into their community and ultimately the workplace.

In this program, the English Language Arts content will be used to develop the five CASP Education Program competencies: communicates, uses the information available in his/her environment, interacts with people in his/her community, acts methodically, and acts in a safe manner.

In their daily lives, students are exposed to situations where they need to understand messages addressed to them, express themselves in order to be understood, and recognize and transmit different sorts of information. The use of contexts associated with different areas of their lives can help make learning more meaningful to students. Students can, for example:

- write a birthday card to a friend (School Life)
- follow instructions to get somewhere (Travel)
- understand game rules and instructions in order to play a game with classmates (Leisure)
- identify discomfort or pain (Personal Care and Well-Being)
- recognize the name and function of a familiar commercial establishment (Home and Community Life)

Moreover, the content presented in this section will provide students with the opportunity to develop language skills that respond to the realities of diverse situations.

Depending on the teacher’s pedagogical aim, a single learning element may contribute to the development of several competencies. Teachers must first identify the student’s needs and abilities, and then select the learning elements most likely to support the development of one or more of the student’s competencies. For example:

- To develop the competencies *Communicates* and *Interacts with people in his/her community*, the student applies the learning element “Expresses self clearly (tone of voice).” He/she can put this learning element into action by using the

appropriate tone of voice to communicate with a classmate in the school library.

- To develop the competencies *Acts methodically* and *Communicates*, the student applies the learning element “Writes words or a text using a pencil, a computer or assistive technology” to create a shopping list.
- To develop the competencies *Acts in a safe manner*, *Interacts with people in his/her community* and *Communicates*, the student applies the learning element “Uses vocabulary words appropriate to the context” to ask the teacher for a specific piece of information.

As well, English Language Arts (oral communication, reading and writing) contributes significantly to learning in all other subjects. Whether it be understanding a math problem, consulting a Web site for a science activity or simply describing impressions of a work of art, language skills are put to use. It is therefore important that teachers take advantage of various opportunities to help students enrich their linguistic repertoire in all curriculum subjects.

Students use a variety of means to communicate. Some students communicate through speech while others may use assistive technology for oral communication to help them to understand others or to be understood by others. In the context of differentiated instruction, the teacher takes into account individual differences and provides for accommodations to make the English Language Arts content more accessible to students with moderate to severe intellectual disabilities.

The purpose of acquiring learning elements in English Language Arts is to develop students’ full potential in terms of oral

communication, reading and writing. Oral communication includes the development of common and useful vocabulary as well as the acquisition of essential knowledge and strategies required for interacting with others in a variety of situations.

Learning to read is based on the development of skills such as recognizing and identifying words in the environment, decoding the syllabic structure of words and, most importantly, developing comprehension strategies. Reading daily to students helps them hear the sound of language, fosters interest in interacting with text, and allows teachers to model what good readers do. Students need to be given ample opportunities to read, view and listen to a variety of different texts (including media texts) throughout their educational experience.

Learning to write encourages students to produce a message in a meaningful context. Students develop personal word banks, become familiar with punctuation, learn how to organize a short text, and develop writing strategies. They are also introduced to the use of assistive technology for written communication. Students develop as writers when they are given the chance to write meaningful messages in authentic contexts on a regular basis. The learning elements in English Language Arts are presented in the form of tables suggesting possible connections with the program competencies.

English Language Arts

- Oral Communication
- Reading
- Writing

Oral Communication					
Competencies	C1	C2	C3	C4	C5
Learning Elements: Oral Communication	Communicates	Uses the information available in his/her environment	Interacts with people in his/her community	Acts methodically	Acts in a safe manner
► Oral communication interactions					
<ul style="list-style-type: none"> • Uses vocabulary words appropriate to the context (e.g. keywords, images, gestures, objects) 	✓		✓		✓
<ul style="list-style-type: none"> ▪ using basic vocabulary words in the context of his/her environment (e.g. names of family members, objects or animals) ▪ understanding and using essential words (e.g. <i>help, bathroom, stop, police, fire</i>) ▪ understanding new words learned in class 					
<ul style="list-style-type: none"> • Uses language for a variety of purposes such as: 	✓		✓		✓
<ul style="list-style-type: none"> ▪ expressing needs, emotions and ideas ▪ sharing information ▪ telling a story or describing an event 					
<ul style="list-style-type: none"> • Understands and uses oral communication conventions such as: 	✓		✓		
<ul style="list-style-type: none"> ▪ using polite language (e.g. <i>please, thank you, goodbye</i>) ▪ taking turns when speaking ▪ respecting other people’s space ▪ looking at the speaker ▪ paying attention to the other person’s non-verbal language ▪ using appropriate non-verbal language (e.g. gesture, facial expression, body language) 					

Oral Communication					
Competencies	C1	C2	C3	C4	C5
Learning Elements: Oral Communication	Communicates	Uses the information available in his/her environment	Interacts with people in his/her community	Acts methodically	Acts in a safe manner
► Oral communication interactions (Cont.)					
<ul style="list-style-type: none"> • Expresses self clearly <ul style="list-style-type: none"> ▪ rhythm and flow ▪ pronunciation ▪ tone of voice ▪ appropriate vocabulary ▪ word sequence ▪ etc. 	✓		✓	✓	
<ul style="list-style-type: none"> • Demonstrates his/her understanding of the speaker’s message by: <ul style="list-style-type: none"> ▪ using a word, a sentence, a gesture, an action or assistive technology to communicate ▪ repeating the message in his/her own words ▪ responding to verbal instructions or questions 	✓		✓		
<ul style="list-style-type: none"> • Demonstrates lack of understanding of speaker by: <ul style="list-style-type: none"> ▪ asking the speaker to repeat the message ▪ using non-verbal language ▪ asking questions ▪ asking for clarification ▪ etc. 	✓		✓		

Oral Communication					
Competencies	C1	C2	C3	C4	C5
Learning Elements: Oral Communication	Communicates	Uses the information available in his/her environment	Interacts with people in his/her community	Acts methodically	Acts in a safe manner
► Oral communication interactions (Cont.)					
<ul style="list-style-type: none"> • Interacts in various interaction contexts by: <ul style="list-style-type: none"> ▪ adopting an open attitude ▪ starting a conversation (e.g. word, gesture, sentence) ▪ expressing ideas or needs, sharing information ▪ clarifying his/her message when needed ▪ speaking to a variety of people (familiar/unfamiliar) ▪ respecting the conversation topic ▪ asking questions ▪ responding to ideas expressed in a conversation ▪ ending the conversation (e.g. word, gesture, sentence) 	✓		✓		✓
<ul style="list-style-type: none"> • Adapts to different interaction contexts by: <ul style="list-style-type: none"> ▪ taking into account the other person’s verbal or non-verbal reactions ▪ adapting his/her message to various interaction contexts (e.g. chat, group discussion, pairs) ▪ adapting his/her message to a particular audience (e.g. friend, parent, school staff, stranger) 	✓		✓		✓

Reading					
Competencies	C1	C2	C3	C4	C5
Learning Elements: Reading	Communicates	Uses the information available in his/her environment	Interacts with people in his/her community	Acts methodically	Acts in a safe manner
► Word recognition and identification strategies					
<ul style="list-style-type: none"> • Recognizes the names and the sounds of the letters of the alphabet (small letters and capital letters) 	✓				
<ul style="list-style-type: none"> • Demonstrates phonological awareness by identifying: <ul style="list-style-type: none"> ▪ initial phoneme ▪ phonemic blending ▪ phonemic segmenting 	✓				
<ul style="list-style-type: none"> • Recognizes words learned orally using various means (e.g. pictograms, illustrations, logos, acronyms, personal word/illustration banks) 	✓	✓			
<ul style="list-style-type: none"> • Recognizes frequently used words in his/her environment 	✓	✓	✓		
<ul style="list-style-type: none"> • Decodes words with a simple syllabic structure (consonant-vowel) or words that are easy and used daily 	✓				
► Knowledge					
<ul style="list-style-type: none"> • Recognizes pictograms in his/her environment (e.g. restaurant logo, cereal box, public washrooms, prohibition signs in a public space) 	✓	✓	✓		
<ul style="list-style-type: none"> • Demonstrates understanding of the meaning of words (e.g. his/her own choice of words, theme or project related, from a book, useful in his/her environment) 	✓	✓	✓		

Reading					
Competencies	C1	C2	C3	C4	C5
Learning Elements: Reading	Communicates	Uses the information available in his/her environment	Interacts with people in his/her community	Acts methodically	Acts in a safe manner
► Comprehension strategies					
<ul style="list-style-type: none"> • Prepares to read a text by: <ul style="list-style-type: none"> ▪ looking at the cover page, the title, the illustrations ▪ identifying the subject of the text ▪ making connections between the text and his/her previous knowledge and experiences 	✓	✓		✓	
<ul style="list-style-type: none"> • When being read to daily, the student: <ul style="list-style-type: none"> ▪ listens attentively ▪ waits for his/her turn to talk about text ▪ makes comments related to the text being read 	✓		✓		
<ul style="list-style-type: none"> • Understanding sentences or a short text <ul style="list-style-type: none"> ▪ recognizes familiar words ▪ identifies beginning and ending of a sentence: capital, period and question mark ▪ identifies important information (e.g. subject being discussed, keywords) ▪ identifies new words and their meaning by using different cues (e.g. first syllable of the word, word before and after, general meaning of the sentence or the text) ▪ uses illustrations to help make sense of text ▪ uses a reading tool to understand a text (e.g. voice synthesizer) ▪ makes links with previously read texts or lived experiences ▪ shares personal impressions after reading (e.g. tells what he/she liked or did not like) 	✓	✓	✓	✓	

Reading					
Competencies	C1	C2	C3	C4	C5
Learning Elements: Reading	Communicates	Uses the information available in his/her environment	Interacts with people in his/her community	Acts methodically	Acts in a safe manner
► Strategies for managing difficulties					
<ul style="list-style-type: none"> • Uses a variety of tools to understand a text (e.g. sound cards, voice synthesizer, word image, flash cards, pictogram, class poster, dictionary, electronic dictionary) 	✓	✓		✓	
<ul style="list-style-type: none"> • Asks others for help to understand a text 	✓		✓		
► Text-related knowledge					
<ul style="list-style-type: none"> • Explores various text types or sources of information (e.g. brochure, magazine, book, e-mail, list, menu, directions, short story, cartoon, invitation card, tale, procedures checklist, Web site) 	✓	✓			
<ul style="list-style-type: none"> • Understands the usefulness of various texts and sources of information <ul style="list-style-type: none"> ▪ informative texts (to describe, explain, clarify) ▪ narrative texts (to illustrate, relate, inform) 	✓	✓			
<ul style="list-style-type: none"> • Identifies different elements of a text <ul style="list-style-type: none"> ▪ subject (<i>What is the text about?</i>) ▪ purpose (<i>Why was the text written?</i> e.g. to entertain, explain) ▪ meaning (<i>What does the text say about the subject?</i>) ▪ audience (<i>For whom is the text intended?</i>) 	✓		✓	✓	
<ul style="list-style-type: none"> • Explores different ways to organize ideas (e.g. time sequence, sequence of actions, grouping according to a specific characteristic) 	✓			✓	
<ul style="list-style-type: none"> • Identifies the three parts of a short text (beginning, middle, end) 	✓			✓	

Writing						
Learning Elements: Writing	Competencies	C1	C2	C3	C4	C5
		Communicates	Uses the information available in his/her environment	Interacts with people in his/her community	Acts methodically	Acts in a safe manner
► Writing technique						
• Leaves regular spaces between letters		✓			✓	
• Leaves a space between words		✓			✓	
• Uses a font appropriate for the project or task		✓			✓	
• Writes words or a text using a pencil, a computer or assistive technology		✓			✓	
► Sentence-related knowledge						
• Writes letters of the alphabet		✓			✓	
• Writes his/her first and last names		✓		✓	✓	
• Writes a variety of words		✓			✓	
<ul style="list-style-type: none"> ▪ personal and functional ▪ theme-related word banks seen in class 						
• Forms a sentence respecting sequence (e.g. <i>Who does what? How? Where?</i>)		✓			✓	
• Begins a sentence with a capital letter		✓			✓	
• Ends a sentence with a period		✓			✓	
► Planning strategies						
• Identifies his/her purpose		✓		✓		
• Identifies audience		✓		✓		
• Chooses the topic or theme		✓		✓		
• Specifies the context		✓		✓		

Writing					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Writing					
▶ Writing strategies					
• Chooses appropriate words among a few that best reflect his/her purpose	✓	✓			
• Writes a sentence or a short text using word banks	✓	✓		✓	
• Uses visual cues to determine word order	✓	✓		✓	
• Writes a sentence or a short text with a model	✓	✓		✓	
• Reviews his/her sentence or text to ensure it makes sense	✓			✓	
• Reviews his/her text to ensure the sequence is appropriate (beginning, middle, end)	✓			✓	
▶ Correction strategies					
• Uses a correction tool (e.g. word bank, word processing spell-checker)	✓	✓		✓	
• Asks an adult to reread his/her text	✓		✓		

Mathematics

In the CASP Education Program, Mathematics is designed to help students make functional use of numbers in a variety of everyday life situations. Elements of mathematics form an integral part of many activities, both at school and in the students' personal lives.

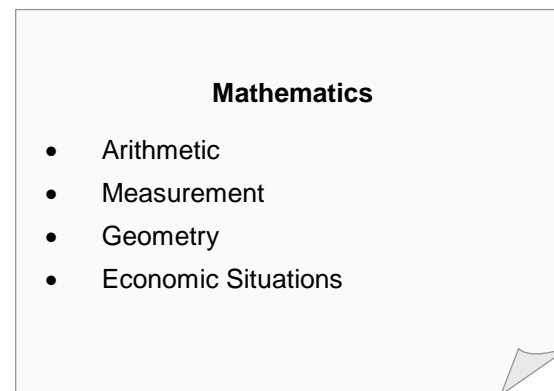
Students are exposed to a great deal of information in numerical form and must therefore learn to decode and process it. Information such as this can be presented in a variety of situations connected to the life areas. For example:

- following a timetable displayed in the classroom (School Life)
- finding an address (Travel)
- playing cards (Leisure)
- dressing appropriately for the weather (Personal Care and Well-Being)
- paying for an item in a store (Home and Community Life)

Given the prevalence of numerical information all around them, students will be better able to develop the five competencies if they can master the learning elements in the Mathematics portion of the program.

Depending on the teacher's pedagogical aim, the same learning element may contribute to the development of several competencies. Teachers must first identify the student's needs and abilities, and then select the learning elements most likely to support the development of one or more of the student's competencies. For example:

- To develop the competencies *Communicates* and *Interacts with people in his/her community*, the student applies the learning element "Shares useful personal information" to give his or her telephone number to a friend.
- To develop the competencies *Acts methodically* and *Uses the information available in his/her environment*, the student applies the learning element "Measures the temperature with common measuring tools" to see whether it is cold outside.
- To develop the competency *Acts in a safe manner*, the student applies the learning element "Recognizes the numbers from 0 to 9" to be able to dial 911 in an emergency.



The students must therefore be familiar with the type of mathematical language used in daily life. To achieve this, they must learn to use information from different areas of mathematics, including arithmetic, measurement, geometry and economic situations. Arithmetic involves learning numerical skills such as identifying numbers, forming collections of objects, the ordinal aspect of numbers and using a calculator to perform operations on numbers. Measurement involves the knowledge

and strategies that students need to measure time, temperature, mass, capacity and length. Geometry deals with spatial management, plane figures and solids. As the students acquire learning elements in geometry, they are better able to understand how their environment is organized, which is helpful when travelling. Lastly, economic situations introduce the students to money management and show them how to follow a payment procedure when making real-life purchases.

All the learning elements chosen for this subject are designed to help students make functional use of mathematics in their everyday lives. Mathematical operations require a certain amount of abstraction, and must therefore be taught through real, varied and meaningful activities that involve the handling and manipulation of different objects and representations. This will help overcome the subject's inherent complexity.

The learning elements in Mathematics are presented in the form of tables suggesting possible connections with the program competencies.

Arithmetic

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Arithmetic					
▶ Number sense and number use					
• Recognizes the numbers from 0 to 9 (e.g. <i>Show me the number 3; What is this number?</i>)	✓	✓			
• Recognizes the numbers from 10 to 100	✓	✓			
• Recites counting rhymes with numbers from 1 to 9	✓				
• Recognizes numbers in his/her environment (e.g. television channels, bus numbers)	✓	✓	✓		
• Shares useful personal information (e.g. date of birth, age, telephone number, address)	✓		✓		✓
• Writes useful personal information (e.g. date of birth, age, telephone number, address)	✓		✓		✓
• Writes natural numbers	✓				

Arithmetic

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Arithmetic					
▶ Number sense and number use (Cont.)					
• Counts objects from 1 to 9	✓			✓	
• Makes collections of objects (e.g. Can you give me 3 pencils?)	✓			✓	
• Represents a number in different ways (e.g. real objects, drawings, written in number form, written in word form)	✓	✓		✓	
• Groups objects based on a common property (e.g. colour, size, shape, weight, texture)	✓			✓	
• Compares collections of objects using appropriate vocabulary (e.g. bigger, smaller, equal, has the most, has the least)	✓	✓		✓	
• Arranges collections of objects in order (e.g. increasing order, decreasing order)	✓			✓	
• Knows the terms associated with the ordinal aspect of natural numbers (e.g. first, second, last)	✓	✓		✓	
• Recognizes fractions relating to everyday situations: $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$	✓	✓		✓	

Arithmetic

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Arithmetic					
▶ Meaning of operations involving numbers					
• Understands the meaning of addition (adding)	✓				
• Understands the meaning of subtraction (taking away)	✓				
• Solves simple problems involving addition	✓			✓	
• Solves simple problems involving subtraction	✓			✓	
• Chooses the appropriate operation for a given context	✓			✓	
• Uses the basic functions of a calculator (keys 0 to 9, +, -, x, =, on, off, C or CE or AC for a correction)	✓			✓	
• Uses the calculator or another technological tool to perform operations involving numbers	✓	✓		✓	

Measurement						
Learning Elements: Measurement	Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
► Length						
• Knows the common tools used to measure length (e.g. ruler, metre stick, measuring tape)		✓				
• Knows the vocabulary and symbols for the conventional units normally used to measure length		✓	✓			
<ul style="list-style-type: none"> ▪ centimetre (cm) ▪ metre (m) ▪ kilometre (km) 						
• Reads a measurement of length on different tools		✓	✓		✓	
• Measures lengths using conventional units		✓	✓		✓	
• Measures lengths using unconventional units		✓	✓		✓	
► Time						
• Knows the vocabulary and symbols for the conventional units used to measure time		✓	✓			
<ul style="list-style-type: none"> ▪ second (s) ▪ minute (min) ▪ hour (h) ▪ day ▪ week ▪ month ▪ year 						

Measurement						
Learning Elements: Measurement	Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
► Time (Cont.)						
• Reads the time on different objects with time measurement features (e.g. watch, alarm clock, microwave, television)		✓	✓		✓	
• Recognizes digital time displays (e.g. 3:25)		✓	✓		✓	
• Measures the time with conventional units		✓	✓		✓	
► Time management						
• Knows time management tools (e.g. timetable, calendar, agenda, watch, timer)		✓	✓			
• Knows different segments of the daily cycle (e.g. before, now, after, day, evening, night, morning, afternoon)		✓		✓		
• Knows time-related vocabulary (e.g. yesterday, today, tomorrow, on the weekend, last week, next week)		✓	✓			
• Associates activities with a daily, weekly, monthly or annual cycle (e.g. music lesson once a week, take a shower every day)		✓	✓	✓	✓	
• Uses tools to situate himself/herself in time (e.g. digital clock or watch, timetable, agenda, calendar)		✓	✓		✓	

Measurement

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Measurement					
▶ Time management (Cont.)					
• Uses tools to manage time (e.g. timer, timetable, agenda)	✓	✓		✓	
• Situates an event along a continuum of time (e.g. the holiday season, public holidays, class outings, the present time)	✓	✓		✓	
• Uses time management knowledge to deal with unexpected issues such as:	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> ▪ change of time for an activity ▪ forgetting an activity in his/her agenda ▪ waking up late to go to school ▪ forgetting a birthday or other important event ▪ broken instrument (e.g. watch, clock) ▪ need to reset a clock or watch (e.g. power outage, time change, low batteries) 					
▶ Temperature					
• Knows about different types of thermometers and their purpose (e.g. cooking, body temperature, outdoor temperature)	✓	✓			
• Knows the vocabulary and symbol for degrees Celsius (°C)	✓	✓			
• Reads the temperature on different types of thermometers	✓	✓		✓	
• Measures the temperature with common measuring tools	✓	✓		✓	

Measurement

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Measurement					
► Volume					
• Knows the common tools used to measure volume (e.g. measuring cup, teaspoon [tsp.], tablespoon [tbsp.])	✓				
• Knows the vocabulary and symbols for the main conventional units of measure	✓				
▪ litre (l)					
▪ millilitre (ml)					
▪ cup (c)					
• Reads a measurement of volume on different tools	✓			✓	
• Measures volume using common measuring tools	✓			✓	
► Mass					
• Knows the tools used to measure mass (e.g. kitchen scales, bathroom scales)	✓				
• Knows the vocabulary and symbols for the main conventional measurement units	✓				
▪ gram (g)					
▪ kilogram (kg)					
▪ pound (lb)					
• Reads a measurement of mass on different tools	✓			✓	
• Measures mass using common measuring tools	✓			✓	

Geometry						
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner	
Learning Elements: Geometry						
▶ Plane figures						
• Recognizes plane figures (e.g. square, rectangle, triangle, circle)	✓					
• Compares plane figures	✓			✓		
• Reproduces plane figures				✓		
▶ Solids						
• Recognizes solids (e.g. sphere, cone, cube, cylinder, pyramid)	✓					
• Compares solids	✓			✓		
• Constructs solids				✓		
▶ Spatial management						
• Knows the vocabulary relating to space (e.g. in front of, behind, beside, close to, far from, between, to the left, to the right, opposite, on the same side, over, under, outside, inside)	✓					

Geometry

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Geometry					
▶ Spatial management (Cont.)					
<ul style="list-style-type: none"> • Locates a person, object or place in relation to: <ul style="list-style-type: none"> ▪ himself/herself ▪ another person ▪ another object ▪ another place 	✓		✓	✓	
<ul style="list-style-type: none"> • Names objects that may serve as reference points in the classroom 	✓				
<ul style="list-style-type: none"> • Names reference points in the community 	✓	✓			
<ul style="list-style-type: none"> • Describes an itinerary to get from one place to another 	✓	✓		✓	
<ul style="list-style-type: none"> • Travels around the community using reference points 	✓	✓		✓	✓
<ul style="list-style-type: none"> • Uses methods to locate himself/herself within the community (e.g. map, simple diagram, digital mapping applications, GPS) 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> • Identifies a geographic location on a globe or map, or using a software application (e.g. country, city) 	✓	✓		✓	

Geometry

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Geometry					
▶ Spatial management (Cont.)					
<ul style="list-style-type: none"> • Uses spatial management knowledge to deal with unexpected issues such as: <ul style="list-style-type: none"> ▪ difficulty in finding a point of reference ▪ forgetting the itinerary or plan ▪ getting lost (e.g. at school, during a school outing, at the mall) ▪ getting lost while out walking 	✓	✓	✓	✓	✓

Economic Situations

Learning Elements: Economic Situations	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
▶ Money management					
• Understands the connection between consumption and money	✓				
• Knows the goods and services that must be paid for	✓	✓			
• Distinguishes the \$1 coin from other coins	✓			✓	
• Distinguishes the \$10 bill from other bills	✓			✓	
• Uses a prudent payment procedure	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> ▪ places items on the counter ▪ gets out wallet and opens it ▪ identifies the price to be paid on the cash register ▪ pays efficiently and prudently in a simulation <ul style="list-style-type: none"> ▪ an amount between \$0.01 and \$9.99 ▪ an amount between \$10.00 and \$99.99 ▪ waits for change ▪ puts money away in the wallet ▪ puts his/her wallet away safely ▪ takes the items that were purchased ▪ thanks the sales clerk and says goodbye 					
• Pays efficiently and prudently in a real purchasing situation in various local stores and establishments (e.g. grocery store, pharmacy, pet store, movie theatre, restaurant)	✓	✓	✓	✓	✓

Economic Situations

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Economic Situations					
▶ Money management (Cont.)					
<ul style="list-style-type: none"> • Uses money management knowledge to deal with unexpected issues such as: 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> ▪ not enough money ▪ losing his/her wallet ▪ forgetting an item he/she is supposed to buy, leaving his/her purchases or wallet behind at a store ▪ forgetting to take his/her change ▪ leaving a store without paying ▪ difficulty in identifying the amount to be paid ▪ not handing over the right amount ▪ being subjected to inappropriate behaviour by another person 					

Science

In the CASP Education Program, science is used to study the world in which the students live. It helps them to understand their environment by describing, explaining and predicting different phenomena.

The students need to understand the environment in which they live so that they have a clearer picture of its various constituent elements. The learning elements they acquire in this subject will be useful to them in situations relating to the different life areas, such as:

- sharing their observations (School Life)
- checking the weather before going to the park (Travel)
- taking care of a pet (Leisure)
- using a thermometer correctly (Personal Care and Well-Being)
- using household products correctly (Home and Community Life)

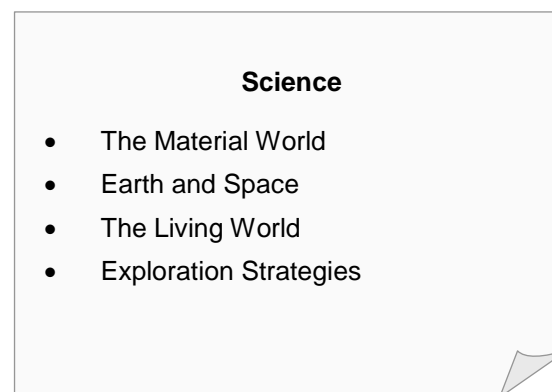
For these students, exploration in real-life contexts is recommended. The learning elements for this subject allow them to develop and consolidate their competencies.

Depending on the teacher’s pedagogical aim, a single learning element may contribute to the development of several competencies. Teachers must first identify the student’s needs and abilities, and then select the learning elements most likely to support the development of one or more of the student’s competencies. For example:

- To develop the competencies *Uses the information available in his/her environment* and *Acts methodically*, the student applies the learning element “Recognizes recycling pictograms”

to dispose of his or her garbage in the right place in the school cafeteria.

- To develop the competency *Communicates*, the student applies the learning element “Knows the external parts of the body” to express physical pain.
- To develop the competency *Acts in a safe manner*, the student applies the learning element “Uses a variety of common technical objects (e.g. hammer)” to hang artwork on the classroom wall.



Through the learning elements in Science, students discover the material world, the Earth and space, and the living world, and also acquire basic strategies that they can apply during the exploration process. The Material World allows them to learn about some material properties and features, and to become familiar with the use of household products or common technical objects. The learning elements in Earth and Space allow the students to learn about the weather system, the seasonal cycle, the climate and the solar system. As for The Living World, it addresses the characteristics of various living beings and their physical environments.

In addition, the Science portion of the program provides the students with many different opportunities to observe, experiment and awaken their curiosity. Not only are the students able to acquire knowledge, but the activities also offer a variety of rich, real-life contexts in which they are able to learn primarily through trial and error and by handling different objects.

The learning elements in Science are presented in the form of tables suggesting possible connections with the program competencies.

The Material World

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: The Material World					
► Technical objects					
<ul style="list-style-type: none"> • Uses a variety of common technical objects <ul style="list-style-type: none"> ▪ simple measuring tools (e.g. ruler, dropper, scale, thermometer, measuring cup) ▪ simple observation tools (e.g. magnifying glass, binoculars) ▪ electronic devices (e.g. television, radio, digital music player) ▪ household appliances (e.g. microwave, dishwasher, oven) ▪ carpentry tools (e.g. pliers, screwdriver, hammer, simple jig) 		✓		✓	✓
<ul style="list-style-type: none"> • Handles technical objects safely 				✓	✓
► Household products					
<ul style="list-style-type: none"> • Knows the purpose of a household product (e.g. dishwashing detergent for washing the dishes, laundry detergent for washing clothes) 				✓	✓
<ul style="list-style-type: none"> • Uses common household products <ul style="list-style-type: none"> ▪ correct quantities ▪ appropriate use 				✓	✓
<ul style="list-style-type: none"> • Recognizes products that may be dangerous (e.g. toxic substances, explosives, corrosive substances, medication) 		✓			✓
<ul style="list-style-type: none"> • Recognizes pictograms associated with danger 		✓			✓

The Material World					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: The Material World					
► Characteristics of objects					
<ul style="list-style-type: none"> • Classifies objects according to their characteristics (e.g. shape, weight, size, colour, texture, odour, buoyancy, absorption, permeability, impermeability) 	✓			✓	
<ul style="list-style-type: none"> • Recognizes some characteristics (e.g. texture, hardness) of natural elements (e.g. wood, stone, earth, water, air, fire) 	✓				
► Ecological actions					
<ul style="list-style-type: none"> • Identifies the impacts of consumer habits on the physical and human environment 	✓		✓		✓
<ul style="list-style-type: none"> • Recognizes the characteristics of waste <ul style="list-style-type: none"> ▪ recyclable waste ▪ organic waste ▪ garbage 	✓	✓		✓	
<ul style="list-style-type: none"> • Acts in an eco-responsible way (e.g. switching off lights, salvaging, recycling, saving water, lowering the heating) 			✓	✓	
<ul style="list-style-type: none"> • Recognizes recycling pictograms 		✓		✓	
<ul style="list-style-type: none"> • Places recyclable waste in the appropriate container <ul style="list-style-type: none"> ▪ at school ▪ at home ▪ in a public place 		✓	✓	✓	

Earth and Space

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Earth and Space					
► Climate					
• Describes temperature-related sensations (e.g. hot, cold, warm)	✓				
• Observes different weather conditions (e.g. sunny, cloudy, rainy, stormy, windy)	✓				
• Describes the different types of precipitation (e.g. rain, snow, hail, freezing rain)	✓				
• Uses a variety of weather information sources (e.g. Internet, newspaper, television)	✓	✓		✓	
• Identifies weather-related pictograms	✓	✓			
• Associates weather conditions with appropriate items of clothing				✓	✓
• Knows the four seasons	✓				
• Describes the changes that occur during the seasons (e.g. leaves changing colour, changes in light, changes of temperature)	✓			✓	
• Knows the effects of different types of weather on health and safety (e.g. sunburn, chilblain, cold, electrocution by lightning)	✓				✓
• Adopts safe behaviours for different weather conditions (e.g. using sunscreen)	✓			✓	✓

Earth and Space

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Earth and Space					
▶ Climate (Cont.)					
<ul style="list-style-type: none"> • Finds a way to deal with unexpected weather-related changes such as: <ul style="list-style-type: none"> ▪ snowstorm ▪ heavy rain ▪ thunderstorm ▪ significant variation in temperature 		✓	✓	✓	✓
▶ Solar system					
<ul style="list-style-type: none"> • Knows the main components of the solar system (e.g. Earth, moon, sun, planets, stars) 	✓				
<ul style="list-style-type: none"> • Observes the different phases of the moon (e.g. full moon, quarter moon, new moon) 	✓				

The Living World

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: The Living World					
► Characteristics of living things					
<ul style="list-style-type: none"> Knows the external parts of the body (e.g. head, back, arm, leg, neck, hand, foot, skin) 	✓				
<ul style="list-style-type: none"> Knows the internal parts of the body (e.g. lungs, heart, muscles, stomach) 	✓				
<ul style="list-style-type: none"> Identifies some personal physical characteristics (e.g. short hair, blue eyes) 	✓				
<ul style="list-style-type: none"> Discovers sensations through the senses (e.g. sight, hearing, smell, taste, touch) 	✓				
<ul style="list-style-type: none"> Explains the sensory function of certain parts of the body (e.g. skin, eyes, nose, ears, mouth) 	✓				
<ul style="list-style-type: none"> Names some physical similarities and differences between boys and girls (e.g. female body, male body, genital organs) 	✓		✓		
<ul style="list-style-type: none"> Knows some of the basic needs of humans, plants and animals (e.g. air, water, food, habitat, light) 	✓		✓		
<ul style="list-style-type: none"> Knows the life cycle stages of living things (e.g. birth, growth, death) 	✓			✓	
<ul style="list-style-type: none"> Knows the main functions of living things (e.g. growth, locomotion, nutrition, reproduction) 	✓			✓	

The Living World

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: The Living World					
► Characteristics of living things (Cont.)					
<ul style="list-style-type: none"> Classifies living things according to whether they are from the animal or plant kingdoms 	✓			✓	
<ul style="list-style-type: none"> Classifies animals into different categories (e.g. birds, mammals, reptiles, fish, insects) 	✓			✓	
<ul style="list-style-type: none"> Classifies animals according to different characteristics (e.g. fur, feathers, scales, habitat, means of locomotion) 	✓			✓	
<ul style="list-style-type: none"> Describes how an animal lives (e.g. habitat, diet, reproduction, predation, camouflage) 	✓			✓	
<ul style="list-style-type: none"> Identifies the parts of a plant (e.g. root, stem, leaf, flower, fruit, seed) 	✓			✓	
<ul style="list-style-type: none"> Names examples of how living things are used for consumption (e.g. meat, vegetables, wood, leather) 	✓		✓	✓	
► Diet					
<ul style="list-style-type: none"> Knows the basic elements of a healthy diet (e.g. drinking water, eating at regular times, balanced meals, nutritious vs. non-nutritious foods, signs of hunger and satiation) 	✓				

The Living World

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: The Living World					
► Diet (Cont.)					
• Knows the food groups (vegetables and fruit, grain products, milk and alternatives, meat and alternatives, oils and other fats)	✓			✓	
• Knows the recommended food portions	✓			✓	
• Knows different types of meals and the associated foods (e.g. breakfast, lunch, dinner, snack)	✓				
• Knows the consequences of excessive consumption (e.g. stomach ache, dental problems, weight gain)	✓			✓	✓
► Environment					
• Observes different habitats (e.g. countryside, seaside, mountains, forest, lakes, rivers, city)	✓		✓		
• Observes examples of human constructions (e.g. houses, roads)	✓		✓		
• Identifies harmful elements in the environment (e.g. sound pollution, light pollution, contaminants)	✓		✓		

Exploration Strategies

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Exploration Strategies					
▶ Exploration Strategies					
• Uses a procedure to carry out an experiment or make an object	✓			✓	✓
• Uses different tools for recording information or observations (e.g. drawing, photograph, pictogram)	✓			✓	
• Consults sources of information (e.g. small information leaflets, posters, picture atlas, Internet)	✓	✓		✓	

Information and Communications Technologies

In the CASP Education Program, information and communications technologies (ICT) serve as both a language and a tool. They allow the students to construct, produce or process information, and to communicate and interact with their environment.

Students are part of a society in which technology is everywhere. They are therefore interested in it and motivated to use it. By using ICT, they are able to communicate more easily with others, acquire new knowledge and be more open to the outside world. They can also perform tasks that would be difficult if they did not have the benefit of technology. Because of this, ICT are a stimulating and motivating means of ensuring students' success, allowing them to develop a sense of self-efficacy and developing self-determined behaviours. In addition, ICT provide teachers with a gateway to new teaching methods that will support learning. In other words, assistive technology becomes a form of learning assistance that students with handicaps, social maladjustments or learning disabilities can use to facilitate or perform tasks that would otherwise be difficult or impossible for them to complete.³⁶

Information and communications technologies are present in every sphere of human activity, including school life, consumption, leisure activities and social relationships, and are directly related to the program's life areas. For example:

- using a technological communication aid for self-expression (School Life)

- following GPS instructions (Travel)
- taking photographs (Leisure)
- following a tooth brushing routine, using an electronic reminder (Personal Care and Well-Being)
- searching for information on the Internet (Home and Community Life)

The learning elements for this subject are extremely important for the development and application of the program competencies. Depending on the teacher's pedagogical aim, the same learning element may contribute to the development of several competencies. Teachers must first identify the student's needs and abilities, and then select the learning elements most likely to support the development of one or more competencies. For example:

- To develop the competency *Acts methodically*, the student applies the learning element "Uses a procedure to access a Web site" to find images of his or her favourite animal.
- To develop the competencies *Communicates* and *Interacts with people in his/her community*, the student applies the learning element "Uses the basic functions of e-mail" to send a message to his or her grandmother.
- To develop the competency *Uses the information available in his/her environment*, the student applies the learning element "Recognizes computer icons and their functions" to look at photographs.

36. Service national du RÉCIT en adaptation scolaire, <http://recitadaptscol.qc.ca>.

As they acquire learning elements in this subject, the students are able to develop appropriate technological vocabulary and master certain procedures, techniques and strategies that can be applied in the other subjects. For example, they will be able to use not only a computer but also information and communications processing tools, software applications, smart phones, tablets and electronic games.

Students acquire the learning elements needed to use ICT functionally, as an integral part of their everyday life within a technology-rich environment focused on education. The technologies themselves serve as physical and cognitive adaptations that help to mitigate the disabling situation of students with intellectual disabilities, allowing them to participate to a greater extent in community living. Using the tools at their disposal helps them to interact better with their physical and human environment. As a result, information and communications technologies have the potential to promote social participation.

The learning elements in Information and Communications Technologies (ICT) are presented in the form of tables suggesting possible connections with the program competencies.

Information and Communications Technologies (ICT)

- Technological Tools
- ICT Strategies

Technological Tools

Learning Elements: Technological Tools	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
▶ Vocabulary					
<ul style="list-style-type: none"> • Knows the vocabulary used to refer to technological tools (e.g. computer, digital camera, tablet, smart phone, remote control, light stylus, interactive whiteboard) 	✓				
<ul style="list-style-type: none"> • Uses appropriate vocabulary to refer to peripherals (e.g. mouse, keyboard, touch screen, USB key, printer, monitor) 	✓				
<ul style="list-style-type: none"> • Uses appropriate vocabulary to refer to the organization of information (e.g. desktop, menu, folder, file) 	✓				
<ul style="list-style-type: none"> • Recognizes computer icons and their functions (e.g. open, new document, shut down, send, reply, close, save, cut, copy, folder, file, software) 		✓			
▶ Procedures and techniques					
<ul style="list-style-type: none"> • Finds his/her way around the screen: 				✓	
<ul style="list-style-type: none"> ▪ on the desktop ▪ within applications 					
<ul style="list-style-type: none"> • Uses a mouse or touch pad to perform an action 				✓	
<ul style="list-style-type: none"> • Uses a standard or adapted keyboard 				✓	
<ul style="list-style-type: none"> • Uses a touch screen 				✓	

Technological Tools

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Technological Tools					
▶ Procedures and techniques (Cont.)					
<ul style="list-style-type: none"> • Uses the basic functions of a computer <ul style="list-style-type: none"> ▪ follows on-screen instructions ▪ opens and exits an application ▪ finds and opens a document on the computer ▪ saves documents (e.g. computer, memory card, hard disk, USB key) ▪ prints a document ▪ inserts and ejects a digital optical disk (e.g. CD, DVD) ▪ uses shortcuts (e.g. launching an application, opening a file) ▪ etc. 		✓		✓	
<ul style="list-style-type: none"> • Uses software applications (e.g. sound recording, book or video creation, fun or educational games, word processing and English text editing, photos, drawings) 	✓	✓		✓	
<ul style="list-style-type: none"> • Uses the basic functions of e-mail (e.g. inbox, opening, sending or deleting a message, address book, calendar) 	✓	✓		✓	
<ul style="list-style-type: none"> • Uses a procedure to access a Web site 		✓		✓	
<ul style="list-style-type: none"> • Consults different sources of information on a Web site 	✓	✓		✓	

Technological Tools

Learning Elements: Technological Tools	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
▶ Procedures and techniques (Cont.)					
<ul style="list-style-type: none"> • Checks the power source and charges a technological tool when necessary (e.g. low battery indicator) 				✓	✓
<ul style="list-style-type: none"> • Uses a technological communication aid 	✓		✓	✓	
<ul style="list-style-type: none"> • Knows the harmful effects of excessive ICT use 			✓		✓
<ul style="list-style-type: none"> • Uses knowledge relating to the use of technological tools to deal with unexpected situations such as: 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> ▪ printer running out of paper ▪ low battery ▪ forgetting to charge a technological tool ▪ inaccessible application ▪ forgetting to save a document ▪ pressing the wrong place on a touch screen ▪ difficulty in connecting to a network 					

ICT Strategies

Learning Elements: ICT Strategies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
<p>► Procedures and techniques (Cont.)</p>					
<ul style="list-style-type: none"> • Chooses the right technological tool for the task to be performed (e.g. computer, smart phone, GPS, camera, software application) 		✓		✓	
<ul style="list-style-type: none"> • Consults a procedure or tutorial in order to use a technological tool (e.g. taking a photograph, listening to music, accessing a search engine) 	✓	✓		✓	
<ul style="list-style-type: none"> • Uses the social networks safely (e.g. recognizing the signs of cyberbullying, not disclosing personal information) 	✓		✓		✓
<ul style="list-style-type: none"> • Uses the Internet safely <ul style="list-style-type: none"> ▪ distinguishes between appropriate and inappropriate sites ▪ recognizes the online purchasing system ▪ does not give out personal information 			✓		✓
<ul style="list-style-type: none"> • Develops a code of ethics for computer and Internet use (netiquette) (e.g. e-mail, chatting, discussion forums, social networks) 			✓		✓
<ul style="list-style-type: none"> • Complies with the rules of use for technological tools (e.g. handling carefully, keeping liquids away from the device, putting the device away in a safe place) 				✓	✓

Physical Education and Health

In the CASP Education Program, the purpose of Physical Education and Health is to develop functional motor skills and basic lifestyle habits that will help to keep the students in good health. It also contributes to the social and ethical dimensions by allowing the students to acquire the attitudes and behaviours they need to interact properly with others.

In most utilitarian, recreational or educational activities relating to the life areas, the students need to adjust their motor actions and take into account their own physical capacity. For example:

- drawing, writing (School Life)
- avoiding an obstacle when moving around (Travel)
- swimming, skating, going for a walk (Leisure)
- doing exercises to relax (Personal Care and Well-Being)
- using utensils, opening and closing containers (Home and Community Life)

Depending on the teacher's pedagogical aim, the same learning element may contribute to the development of several competencies. Teachers must first identify the student's needs and abilities, and then select the learning elements most likely to support the development of one or more of the student's competencies.

For example:

- To develop the competency *Acts in a safe manner*, the student uses the learning element "Recognizes potentially dangerous situations during physical activity" to make sure his or her sports shoe laces are tied properly before running.

- To develop the competencies *Communicates* and *Interacts with people in his/her community*, the student applies the learning element "Knows proper vocabulary for objects" to ask the teacher for a hoop.
- To develop the competency *Acts methodically*, the student uses the learning element "Handles a variety of objects in different ways" to stop a rolling ball with his or her hands.

The learning elements chosen for this subject convey knowledge and skills that will allow the students to become aware of their bodies and senses, and to improve their motor skills. Students will also discover the benefits of regular physical activity and relaxation exercises. They will learn the safety and ethical rules applicable to physical activities, and the actions associated with locomotion, balance, handling and teamwork. To help them acquire these learning elements, schools must provide the students with a variety of contexts in which they can discover their abilities, learn which activities they prefer, enjoy them and eventually incorporate them into their lives as regular elements of leisure or relaxation.

The learning elements in Physical Education and Health are presented in the form of tables suggesting possible connections with the program competencies.

Physical Education and Health
<ul style="list-style-type: none">• Knowledge• Motor Skills• Behaviour

Knowledge					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Knowledge					
► Elements related to the body					
<ul style="list-style-type: none"> Knows the internal and external parts of the body (e.g. head, trunk, arms, legs, muscle, bone, heart, lungs, knees, ankles) 	✓				
<ul style="list-style-type: none"> Locates the body and parts of the body in space (e.g. left, right, head tilted forward) 	✓				
<ul style="list-style-type: none"> Recognizes the body’s reactions during or after physical activity (e.g. heat, perspiration, breathlessness, rapid heartbeat, fatigue, muscle pain) 	✓				✓
► Elements related to physical activity					
<ul style="list-style-type: none"> Knows how to use the equipment (e.g. usage, arrangement, storage) 				✓	✓
<ul style="list-style-type: none"> Knows the clothing that is appropriate to the activity and context (e.g. proper shoes, clothing suited to the temperature) 				✓	✓
<ul style="list-style-type: none"> Names sources of physical activity in everyday life (e.g. going for a walk, playing on a swing, swimming, cycling, going up or down stairs) 	✓				✓
<ul style="list-style-type: none"> Knows the components of physical activity: warm-up, activity, cool-down 				✓	✓
<ul style="list-style-type: none"> Knows his/her physical limitations (e.g. heat stroke, orthotic devices, asthma, diabetes, motor impairments) 	✓				✓
<ul style="list-style-type: none"> Recognizes potentially dangerous situations during physical activity (e.g. laces undone, jewellery, poorly placed carpets) 			✓		✓

Knowledge						
Learning Elements: Knowledge	Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
► Vocabulary						
• Knows proper vocabulary for objects (e.g. ball, hoop, goal)		✓				
• Knows proper vocabulary for apparatus (e.g. balance bench, wall bars, beam)		✓				
• Knows proper vocabulary for motor skills (e.g. walking, catching, jumping, going up stairs)		✓				

Motor Skills						
Learning Elements: Motor Skills	Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
► Locomotor skills						
	<ul style="list-style-type: none"> Moves about an area without obstacles (e.g. walking, crawling, walking on all fours, swimming, running, galloping, hopping, going up and down stairs, wheeling his/her wheelchair, using a walker, using a skateboard) 				✓	✓
	<ul style="list-style-type: none"> Moves about an area with obstacles (e.g. going around, avoiding, climbing over) 				✓	✓
	<ul style="list-style-type: none"> Moves about on apparatus of various heights (e.g. going up and down wall bars, walking along a balance bench) 				✓	✓
	<ul style="list-style-type: none"> Jumps (e.g. skipping with a rope, running and then jumping, jumping using a propulsion apparatus) 				✓	✓
	<ul style="list-style-type: none"> Moves about using objects, gear or equipment (e.g. skates, skis, bicycle, tricycle, snowshoes) 				✓	✓
	<ul style="list-style-type: none"> Performs a sequence of two locomotor movements (e.g. walking on all fours then crawling) 				✓	✓

Motor Skills

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Motor Skills					
► Balance skills and posture					
<ul style="list-style-type: none"> Adopts appropriate postures when standing and sitting 				✓	
<ul style="list-style-type: none"> Maintains simple postures involving balance on the ground, using different body parts for support (e.g. standing on one leg, crouching on all fours) 				✓	✓
<ul style="list-style-type: none"> Maintains simple postures involving balance on different pieces of equipment (e.g. fitness ball, balance bench) 				✓	✓
<ul style="list-style-type: none"> Moves and separates different parts of the body (e.g. moving the left arm, touching the right foot with the left hand) 				✓	
<ul style="list-style-type: none"> Performs a variety of rotations on the ground, around different axes (e.g. spinning around or pivoting on one foot) 				✓	
► Manipulation skills					
<ul style="list-style-type: none"> Handles everyday objects (e.g. holding a pencil, tying shoelaces, hanging up a coat) 				✓	
<ul style="list-style-type: none"> Handles a variety of objects (e.g. balls, rings, hoops, scarves) in different ways (e.g. throwing, catching, rolling, stopping, turning) 				✓	✓

Motor Skills

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Motor Skills					
► Manipulation skills (Cont.)					
<ul style="list-style-type: none"> • Throws objects in a given direction or toward a target (e.g. throwing a ball to a classmate, kicking a ball toward a net) 				✓	✓
<ul style="list-style-type: none"> • Catches an object coming from different angles (e.g. throwing a ball against the wall and catching it, blocking a ball with his/her foot) 				✓	✓
<ul style="list-style-type: none"> • Catches objects with an implement (e.g. catching a puck with a hockey stick) 				✓	✓
► Action rules in group activities					
<ul style="list-style-type: none"> • Positions himself/herself and moves in relation to teammates 	✓		✓	✓	
<ul style="list-style-type: none"> • Varies force, speed and direction when performing movements or motor skills 			✓	✓	
<ul style="list-style-type: none"> • Reacts to the position and movements of teammates 	✓		✓		✓
<ul style="list-style-type: none"> • Synchronizes his/her movements or actions with those of teammates 			✓	✓	

Motor Skills						
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner	
Learning Elements: Motor Skills						
► Physical fitness						
• Performs stretching exercises				✓		
• Chooses a fitness activity from a set of options				✓		
• Practises physical endurance activities of different intensities				✓	✓	
▪ low intensity (e.g. slow walking)						
▪ moderate intensity (e.g. snowshoeing, aerobic dance)						
▪ high intensity (e.g. fast running)						
• Performs strengthening exercises (e.g. arm flexion/extension, sit-ups)				✓		
• Applies safety rules to different physical activity settings (e.g. pool, cycling)				✓	✓	
► Relaxation and stress management						
• Recognizes the benefits of regular physical activity (e.g. enjoyment, relaxation, new friends, sense of competency, less stress)	✓		✓			
• Recognizes signs of stress	✓					
• Performs relaxation exercises (e.g. relaxed position on the ground, abdominal breathing, contracting and relaxing muscles, guided visualization)				✓		

Behaviour						
Learning Elements: Behaviour	Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
► Ethics-related elements						
	• Uses language that shows respect toward partners, opponents, referees and coaches	✓		✓		
	• Cheers on his/her partners	✓		✓		
	• Accepts mistakes made by teammates	✓		✓		
	• Acknowledges the opponent's victory and keeps his/her emotions under control	✓		✓		
	• Complies with the rules of the game and the rules governing the use of equipment during an activity	✓		✓		✓

Arts Education

In the CASP Education Program, the arts constitute a gateway to creative expression through drama, visual arts, dance and music. Each arts subject, in its way, stimulates awareness of the body, feeds the imagination, helps to develop self-esteem and nourishes creative potential. Through the arts, the students call upon every aspect of their being to translate their perceptions of the real world through the language, techniques and methods of drama, visual arts, dance and music.

In addition to their distinctive characteristics, the Arts Education subjects engage the emotional, psychomotor, social and cognitive aspects of the students. Through the arts, students develop respect for others, as well as the ability to listen to and work and cooperate with others. They must acquire the learning elements that allow them to create, interpret and appreciate a variety of artistic productions. They also learn to share their impressions of different forms of artistic expression.

Many learning situations connected to the life areas provide opportunities for the students to use these resources. For example:

- singing in the school choir (School Life)
- going to the movies (Travel)
- dancing to the music of a favourite group (Leisure)
- coordinating clothing colours (Personal Care and Well-Being)
- decorating their room (Home and Community Life)

The learning elements are also used to develop the program competencies. Depending on the teacher's pedagogical aim, the same learning element may contribute to the development of several competencies. Teachers must first identify the student's needs and abilities, and then select the learning elements most likely to support the development of one or more of the student's competencies. For example:

- To develop the competencies *Communicates* and *Uses the information available in his/her environment*, the student applies the learning element "Recognizes and uses expressive elements" to play the role of a witch.
- To develop the competency *Acts methodically*, the student applies the learning element "Uses transforming gestures" to make a drawing after visiting an apple orchard.
- To develop the competencies *Interacts with people in his/her community* and *Acts methodically*, the student uses the learning element "Applies the rules of group ensemble music" to play a musical instrument at the right time, in compliance with the conductor's instructions.

Arts Education

- Drama
- Visual Arts
- Dance
- Music

The learning elements chosen for Arts Education cover all the knowledge and skills that the students need to become familiar with all forms of artistic expression. They should be encouraged to explore and experiment, since this awakens their senses, allows them to express and communicate their emotions, and develops an open attitude to their social and cultural environment. Schools must offer their students a variety of contexts in which to discover their artistic skills, identify and enjoy their favourite activities, and eventually incorporate those activities into their lives as activities of leisure and relaxation.

The learning elements in Arts Education are presented in the form of tables suggesting possible connections with the program competencies.

Drama

In drama, the students learn to express emotions and thoughts through play. They learn elements of the language of drama, performance techniques, interpretation and appreciation of drama by taking part in short scenes on topics drawn from real life, the imagination or existing works. Drama provides many opportunities for the students to use their voices and bodies, express emotions, take risks and be attentive to themselves and others, thereby acquiring skills and attitudes that promote communication, interaction and self-confidence.

Drama

- Language of Drama and Performance Techniques
- Performance of Short Scenes
- Drama Appreciation

Language of Drama and Performance Techniques					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Language of Drama and Performance Techniques					
► Expression using the body					
<ul style="list-style-type: none"> • Recognizes and uses forms of expression using the body to play a character <ul style="list-style-type: none"> ▪ attitude ▪ gestures ▪ facial expressions ▪ movement ▪ rhythm 	✓				
► Expression using the voice					
<ul style="list-style-type: none"> • Recognizes noises and sounds related to actions 	✓				
<ul style="list-style-type: none"> • Recognizes noises and sounds related to emotions 	✓				
► Performance techniques					
<ul style="list-style-type: none"> • Knows and applies different performance conditions <ul style="list-style-type: none"> ▪ attention ▪ memorization ▪ listening ▪ direction of gaze 	✓		✓		

Language of Drama and Performance Techniques					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Language of Drama and Performance Techniques					
► Performance techniques (Cont.)					
• Uses vocal techniques	✓			✓	
<ul style="list-style-type: none"> ▪ breathing ▪ posture ▪ pronunciation and intonation ▪ rhythm and speed of delivery ▪ projection of sound 					
• Uses body techniques (e.g. relaxation, flexibility, levels)	✓			✓	
• Recognizes and uses expressive elements (e.g. character’s personality traits, clown’s nose, witch’s hat, sadistic laugh)	✓		✓		
• Uses styles of theatre (e.g. marionettes, shadow theatre, performance in masks, clown performance)	✓			✓	

Language of Drama and Performance Techniques					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Language of Drama and Performance Techniques					
▶ Elements of drama					
• Follows a simple trajectory through the performance space			✓	✓	
• Uses an imaginary or utilitarian function of an object in a sketch	✓			✓	
• Uses a costume or a costume element for a character				✓	
• Produces vocal effects for a character	✓				
• Produces sound effects for a short scene	✓			✓	

Performance of Short Scenes					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Performance of Short Scenes					
<ul style="list-style-type: none"> • Performs a short scene 	✓		✓	✓	
<ul style="list-style-type: none"> • Respects the established performance directions (e.g. recognizes cues indicating when to act, the start and end of a sketch) 			✓	✓	

Drama Appreciation

Competences	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Drama Appreciation					
<ul style="list-style-type: none"> Recognizes elements of a performance (e.g. topic, characters, geographical and historical locations) 	✓				
<ul style="list-style-type: none"> Makes a connection between the drama and the emotions felt 	✓				
<ul style="list-style-type: none"> Names and shares his/her favourite elements 	✓		✓		

Visual Arts

The visual arts allow students to express their perceptions of the real world or that of the imagination. Students learn elements of the visual arts through language and techniques, and the materials and tools required to produce and appreciate different works. The activities offered allow the students to improve their fine motor skills, learn procedures and develop both their imagination and their creativity.

Visual Arts

- Language and Techniques of Visual Arts
- Art Production
- Art Appreciation

Language and Techniques of Visual Arts					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Language and Techniques of Visual Arts					
▶ Language of visual arts					
• Knows elements of visual arts language	✓				
<ul style="list-style-type: none"> ▪ shape (e.g. square, circle, triangle) ▪ volume (e.g. cube, sphere, cone, cylinder, pyramid) ▪ line (e.g. curve, straight, horizontal, vertical, short, long, broad) ▪ colour (e.g. blue, red, yellow, orange, green, purple) ▪ texture (e.g. smooth, rough) ▪ pattern (e.g. polka-dot, plaid, flowered) ▪ space (e.g. arrangement, symmetry, perspective) 					
▶ Transforming gestures and techniques					
• Uses transforming gestures (e.g. drawing, tearing, sticking, cutting, folding, shaping, sculpting, painting)				✓	✓
• Uses visual arts techniques (e.g. drawing, collage, modelling, painting)				✓	✓

Language and Techniques of Visual Arts					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Language and Techniques of Visual Arts					
► Materials and tools					
• Uses different materials (e.g. felt pens, wax crayons, dry pastels, oil pastels, charcoal, paper, cardboard, felt, modelling clay, clay, liquid or solid gouache, ink)				✓	
• Uses tools (e.g. scissors, print roller, sponge, engraving tool, paintbrush, electronic brush, mouse and light pen)				✓	
• Handles the materials and tools carefully				✓	✓

Art Production

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Art Production					
<ul style="list-style-type: none"> Makes a creative choice inspired by suggestions 	✓	✓			
<ul style="list-style-type: none"> Produces a work of art to translate an idea, using: <ul style="list-style-type: none"> transforming gestures materials tools elements of visual arts language spatial organization methods 	✓	✓	✓	✓	✓

Art Appreciation

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Art Appreciation					
<ul style="list-style-type: none"> Observes elements of visual arts language and techniques in students' productions (e.g. shape, colour, space, gestures) 		✓	✓		
<ul style="list-style-type: none"> Observes elements of visual arts language and techniques in past and present works of art from here or elsewhere (e.g. shape, colour, space, gestures) 		✓	✓		
<ul style="list-style-type: none"> Makes a connection between an element of the work of art and the emotions felt 	✓				
<ul style="list-style-type: none"> Names and shares his/her favourite elements 	✓		✓		

Dance

Dance addresses expression through the language of the body. Students learn elements of the language of dance, movement techniques, performance procedures and dance appreciation by trying out a variety of simple gestures and movements. Dance allows the students to develop their motor skills, balance and rhythm, while learning to master movement in space. It also helps them to enter into relationships with other people.

Dance

- Language of Dance and Movement Techniques
- Dance Interpretation
- Dance Appreciation

Language of Dance and Movement Techniques					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Language of Dance and Movement Techniques					
► Body, space and time					
• Recognizes beats (2-time, 3-time, 4-time)	✓			✓	
• Recognizes and responds to start and stop instructions	✓				
• Recognizes slow and fast tempos	✓			✓	
• Executes movements (forwards, backwards, to the left, to the right)			✓	✓	✓
• Executes placements and positions (e.g. face-to-face, back-to-back, near, far)			✓	✓	✓
• Executes formations (e.g. in a circle, in a line)			✓	✓	✓
• Recognizes and experiments with movement (e.g. in unison, alternately, big or small, coming together)			✓	✓	✓

Language of Dance and Movement Techniques					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Language of Dance and Movement Techniques					
▶ Movement techniques					
• Breathes from the abdomen (e.g. sitting, standing, in a relaxed position on the floor)				✓	
• Identifies the left and right arms and feet				✓	
• Performs flexion and extension movements				✓	
• Performs alignment movements (arms, feet, head)				✓	
• Balances on certain points of support, while moving or remaining still				✓	✓
• Directs his/her gaze while immobile or moving				✓	

Dance Interpretation

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Dance Interpretation					
<ul style="list-style-type: none"> • Performs the elements of a choreographic sequence 			✓	✓	
<ul style="list-style-type: none"> ▪ start position ▪ start (time) ▪ action and variation ▪ stop (time) ▪ final position 					
<ul style="list-style-type: none"> • Follows the movements suggested by the teacher 	✓			✓	
<ul style="list-style-type: none"> • Performs actions from a sequence of movements (e.g. direction, beat, tempo, space, energy, relationship between partners) 			✓	✓	
<ul style="list-style-type: none"> • Recognizes sound and visual cues for group movements 		✓	✓	✓	

Dance Appreciation

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Dance Appreciation					
<ul style="list-style-type: none"> • Observes elements of dance language and movement techniques in students' productions 			✓		
<ul style="list-style-type: none"> • Observes elements of dance language and movement techniques from excerpts of past and present choreographic works from here and elsewhere 		✓	✓		
<ul style="list-style-type: none"> • Recognizes emotions conveyed and felt 	✓				
<ul style="list-style-type: none"> • Names and shares his/her favourite elements 	✓		✓		

Music

Music allows students to discover the world through their sense of hearing and the expression of sound, using the sounds produced by human voices or musical instruments. They learn the elements relating to music through the language of music and instrumental techniques, as they play and appreciate musical works. Through music, students are able to express emotions or feelings and they learn to observe general rules of engaging in music with others, develop communication skills and gain control over their gestures and voices.

Music

- Language of Music and Instrumental Techniques
- Interpretation of Musical Sequences
- Appreciation of Musical Pieces

Language of Music and Instrumental Techniques					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Language of Music and Instrumental Techniques					
► Musical vocabulary					
• Identifies and experiments with loud and soft sounds	✓			✓	
• Identifies and experiments with very long, long, short or very short sounds	✓			✓	
• Identifies and experiments with different sounds: high and low, ascending and descending, glissando and détaché, recurrent	✓			✓	
• Identifies instruments from the percussion (wood, skin, metal), wind or string family	✓			✓	
• Identifies different sounds in the environment (e.g. child's voice, adult's voice, birdsong, environmental noises)	✓		✓		

Language of Music and Instrumental Techniques					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Language of Music and Instrumental Techniques					
► Instrumental techniques					
• Knows the means of producing sound	✓				
▪ voice (e.g. singing, vocal effects) ▪ body (e.g. percussion with hands or feet) ▪ musical instruments ▪ sound-producing objects (e.g. wood, metal, paper)					
• Learns basic vocal techniques (e.g. posture, breathing, articulation, expression)				✓	
• Learns basic techniques relating to body percussion, sound-producing objects, Orff instruments and the recorder (e.g. beating, rubbing, shaking, blowing)				✓	
• Handles musical instruments carefully				✓	✓

Interpretation of Musical Sequences

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Interpretation of Musical Sequences					
<ul style="list-style-type: none"> • Uses an instrument to reproduce a musical sequence 				✓	
<ul style="list-style-type: none"> • Performs rhythm sequences (e.g. using the voice, body, sound-producing objects, a musical instrument) 				✓	
<ul style="list-style-type: none"> • Applies the rules of group ensemble music: <ul style="list-style-type: none"> ▪ follows the conductor’s signals indicating the beginning and end of a sequence or piece ▪ takes account of visual and sound cues 	✓		✓	✓	

Appreciation of Musical Pieces					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Appreciation of Musical Pieces					
<ul style="list-style-type: none"> Recognizes the elements of a musical piece (e.g. musical instrument, musical style, musician, singer) 	✓				
<ul style="list-style-type: none"> Makes a connection between an element of the musical piece and the emotions felt 	✓				
<ul style="list-style-type: none"> Names and shares his/her favourite elements 	✓		✓		

Life in Society

The Life in Society portion of the CASP Education Program focuses on people as individuals and as citizens. It examines their needs and what they can do to meet those needs. To live in a community, they must seek opportunities to interact with the people around them and understand social norms and values.

Students, in their everyday lives, are exposed to many different contexts in which they must interact with their human or physical environment. Many of the learning situations in this section relate to the life areas. For example:

- cooperating with a classmate to carry out a project (School Life)
- going to school (Travel)
- following the rules of a board game (Leisure)
- eating properly (Personal Care and Well-Being)
- using household appliances or products (Home and Community Life)

The learning elements for this subject are also used in many of the program's competencies. Depending on the teacher's pedagogical aim, the same learning element may contribute to the development of several competencies. Teachers must first identify the student's needs and abilities, and then select the learning elements most likely to support the development of one or more of the student's competencies. For example:

- To develop the competencies *Communicates* and *Interacts with people in his/her community*, the student uses the learning

element "Manages his/her emotions" to express pleasure when receiving good news.

- To develop the competency *Acts methodically*, the student uses the learning element "Chooses foods to be eaten from different options" to prepare a snack.
- To develop the competencies *Acts in a safe manner* and *Uses the information available in his/her environment*, the student applies the learning element "Identifies emergency exits in a public place" for the school's emergency evacuation drill.

The learning elements are grouped into five categories dealing with interpersonal relations and social structure, sexuality, healthy lifestyle habits, safety, and consumer behaviour. In sexuality and interpersonal relations and social structure, students learn to know themselves as people and to be more assertive, which helps with self-determination and is also useful in developing good relationships with other people. The elements concerned with healthy lifestyle habits are intended to raise the students' awareness and provide information on the importance of a healthy diet, good hygiene and regular physical activities and relaxation. As for those related to safety, they help the students to learn about safe behaviour and emergency measures when using objects, visiting places, interacting with different people, or travelling. In the elements relating to consumer behaviour, the students learn to make responsible use of goods and services in their community.

Schools play an important role in preparing students to live in society by giving them the opportunity to acquire the knowledge, attitudes and behaviours they need to be more open to the world around them, and to become environmentally respectful citizens.

The learning elements in Life in Society are presented in the form of tables suggesting possible connections with the program competencies.



Interpersonal Relations and Social Structure

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Interpersonal Relations and Social Structure					
▶ Self-knowledge					
<ul style="list-style-type: none"> • Knows his/her name, age, date of birth, civic address, telephone number and e-mail address 	✓				✓
<ul style="list-style-type: none"> • Knows his/her personal characteristics <ul style="list-style-type: none"> ▪ physical characteristics ▪ abilities and limitations ▪ areas of interest, tastes, preferences ▪ social groups (e.g. family, culture) ▪ similarities and differences in relation to others (e.g. physical, cultural, ethnic, social) ▪ health-related information (e.g. allergies) 	✓		✓		
<ul style="list-style-type: none"> • Develops a positive self-image 	✓		✓		
▶ Self-determination					
<ul style="list-style-type: none"> • Manages his/her emotions <ul style="list-style-type: none"> ▪ expresses emotions (e.g. joy, sadness, anger, fear) ▪ controls emotions (e.g. ways to calm down, manage anxiety) ▪ adjusts reactions to changes or unexpected events 	✓		✓	✓	

Interpersonal Relations and Social Structure					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Interpersonal Relations and Social Structure					
► Self-determination (Cont.)					
<ul style="list-style-type: none"> • Makes choices based on personal areas of interest and tastes 	✓	✓	✓	✓	
<ul style="list-style-type: none"> ▪ identifies the different options ▪ identifies the consequences of each option ▪ chooses the most attractive option 					
<ul style="list-style-type: none"> • Uses strategies to solve problems 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> ▪ Recognizes the problem ▪ identifies possible solutions ▪ identifies the advantages of these solutions as well as any obstacles ▪ chooses a solution ▪ assesses the solution's effectiveness 					
<ul style="list-style-type: none"> • Sets personal goals or challenges 	✓		✓	✓	
<ul style="list-style-type: none"> ▪ identifies a clear, concrete goal or challenge ▪ explores different options ▪ decides among the options ▪ takes action ▪ assesses the challenge or goal, based on the decision made 					

Interpersonal Relations and Social Structure					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Interpersonal Relations and Social Structure					
► Social relations					
<ul style="list-style-type: none"> Names the people with whom he/she enters into relationships or does activities (e.g. family and leisure, school personnel and work, friends and games, girlfriend or boyfriend and outings, physician and medical examination) 	✓		✓		
<ul style="list-style-type: none"> Finds ways to interact with acquaintances or strangers (e.g. introducing himself/herself, greeting the person, telephoning, thanking, smiling, being prudent with strangers, looking at the person) 	✓		✓		✓
<ul style="list-style-type: none"> Recognizes other people’s emotions and their verbal and non-verbal expressions (e.g. pleased expression, sign for silence, hand signal to wait) 	✓		✓		
<ul style="list-style-type: none"> Recognizes actions that can be taken to solve a conflict (e.g. apologizing, saying something polite, explaining his/her view) 	✓		✓		
<ul style="list-style-type: none"> Knows and applies classroom and school rules as well as social norms 	✓		✓	✓	

Interpersonal Relations and Social Structure

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Interpersonal Relations and Social Structure					
▶ Social relations (Cont.)					
<ul style="list-style-type: none"> • Maintains harmonious relationships with other people <ul style="list-style-type: none"> ▪ accepts help from someone ▪ helps someone ▪ works in a team ▪ shares games or equipment ▪ maintains friendly, social contacts with classmates 	✓		✓		
<ul style="list-style-type: none"> • Takes part in different social activities in the community <ul style="list-style-type: none"> ▪ leisure activities (e.g. painting or gymnastics classes) ▪ community activities (e.g. volunteering, neighbourhood festivals) ▪ family activities ▪ meetings with friends 	✓	✓	✓		
▶ Social structure					
<ul style="list-style-type: none"> • Knows the composition of a family 	✓		✓		
<ul style="list-style-type: none"> • Identifies the characteristics of his/her living environment <ul style="list-style-type: none"> ▪ characteristics of his/her neighbourhood, town or village, province or country ▪ characteristics of different populations (e.g. colour, language, religion, customs) 	✓		✓		

Interpersonal Relations and Social Structure

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Interpersonal Relations and Social Structure					
▶ Social structure (Cont.)					
<ul style="list-style-type: none"> Knows certain trades or professions (e.g. dentist, pharmacist, school principal, teacher, firefighter, police officer, plumber, cashier) 	✓		✓		
<ul style="list-style-type: none"> Complies with social norms in different places (e.g. being quiet in a movie theatre, not taking objects from a store without paying, wearing a swimsuit in a public pool) 		✓	✓		
<ul style="list-style-type: none"> Knows the consequences of failing to comply with civil law and regulations 	✓		✓		✓

Sexuality						
Competencies	C1	C2	C3	C4	C5	
Learning Elements: Sexuality	Communicates	Uses the information available in his/her environment	Interacts with people in his/her community	Acts methodically	Acts in a safe manner	
► Sexual identity, puberty and adolescence						
• Recognizes expressions of human sexuality	✓		✓			
• Knows and appreciates his/her sexual identity	✓		✓			
• Knows expressions of emotions and feelings in a loving relationship or friendship	✓		✓			
• Knows the physiological characteristics of puberty and adolescence	✓					
• Identifies his/her feelings toward the changes triggered by puberty and adolescence (e.g. embarrassment, fear, joy, misunderstanding, need for independence, sense of belonging)	✓		✓			
► Attitudes and behaviours						
• Names appropriate and inappropriate conduct in a public area or in a private place	✓		✓			
• Recognizes signs of refusal or consent by others	✓		✓			
• Recognizes and adopts attitudes and behaviours likely to prevent situations of sexual assault (e.g. saying no, reporting, asking an adult for help)	✓		✓			✓
• Knows the basic notions of conception, pregnancy and birth	✓					

Healthy Lifestyle Habits					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Healthy Lifestyle Habits					
► Physiological needs					
<ul style="list-style-type: none"> Identifies basic needs of a person to function properly (e.g. breathing, eating, sleeping, having clothes to wear, housing, protection) 	✓				
<ul style="list-style-type: none"> Identifies ways to satisfy the body's needs (e.g. food, physical activity, periods of relaxation, physical protection, medication) 	✓				
<ul style="list-style-type: none"> Knows healthy lifestyle habits (e.g. eating fruit, using the stairs, getting enough sleep) 	✓				
<ul style="list-style-type: none"> Knows unhealthy lifestyle habits (e.g. smoking, bad posture, spending too much time in front of the computer or television) 	✓				✓
► Dietary habits and cooking techniques					
<ul style="list-style-type: none"> Develops personal dietary tastes and preferences by discovering new foods 	✓		✓		

Healthy Lifestyle Habits					
Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Healthy Lifestyle Habits					
► Dietary habits and cooking techniques (Cont.)					
<ul style="list-style-type: none"> • Chooses foods to be eaten from different options 	✓			✓	
<ul style="list-style-type: none"> • Identifies the steps required to preserve foods (e.g. foods to be kept in the refrigerator, pantry or freezer; food that must be thrown away) 		✓		✓	✓
<ul style="list-style-type: none"> • Uses simple food preparation techniques (e.g. peeling, cutting, spreading, cooking, stirring, mixing) 				✓	✓
<ul style="list-style-type: none"> • Applies hygiene measures in the kitchen (e.g. wiping the counter, using clean dishes, washing his/her hands, cleaning his/her lunch box) 				✓	✓
<ul style="list-style-type: none"> • Uses utensils or appliances (e.g. ladle, measuring cup, toaster, microwave, vending machine) 				✓	✓
<ul style="list-style-type: none"> • Behaves appropriately at the table 			✓		
<ul style="list-style-type: none"> • Uses knowledge of food-related habits to deal with unexpected issues such as: 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ not having the food he/she wants ▪ not having an ingredient for a recipe ▪ not finding a tool or utensil ▪ malfunction of equipment needed to cook or warm food 					

Healthy Lifestyle Habits						
Learning Elements: Healthy Lifestyle Habits	Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
► Hygiene						
<ul style="list-style-type: none"> • Practises good personal hygiene <ul style="list-style-type: none"> ▪ brushing his/her teeth ▪ washing his/her hair and body ▪ washing his/her hands before eating and cooking and after going to the toilet ▪ etc. 		✓			✓	✓
<ul style="list-style-type: none"> • Practises clothing hygiene (e.g. wearing clean clothes, fastening buttons, closing zippers) 		✓		✓	✓	
<ul style="list-style-type: none"> • Keeps his/her surroundings clean and tidy (e.g. putting away clothes and toys, washing dishes, keeping his/her locker and desk clean) 		✓		✓	✓	✓
<ul style="list-style-type: none"> • Knows the importance of personal hygiene when taking part in physical activity (e.g. taking a shower, changing clothes, using deodorant) 				✓		
<ul style="list-style-type: none"> • Uses hygiene-related knowledge to deal with unexpected incidents such as: <ul style="list-style-type: none"> ▪ no soap ▪ no hand towel ▪ getting his/her clothes dirty during an activity ▪ spilling food on himself/herself ▪ losing an item of clothing 		✓	✓	✓	✓	✓

Safety

Competences Learning Elements: Safety	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
► Travel					
<ul style="list-style-type: none"> • Identifies different travel methods (e.g. walking, cycling, school bus, taxi, public transit, car, skateboard) 	✓		✓		
<ul style="list-style-type: none"> • Identifies the types of accidents that may occur while travelling (e.g. falls, collisions) 	✓				✓
<ul style="list-style-type: none"> • Complies with the rules of safety for travel and for different means of transportation (e.g. looking both ways before crossing the road, giving way to emergency vehicles, remaining seated on the bus, wearing a bicycle helmet, fastening his/her seatbelt) 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> • Uses travel-related knowledge to deal with unexpected issues such as: 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> ▪ missing his/her means of transportation (school bus, adapted transportation, public transit) ▪ getting off at the wrong stop ▪ taking the wrong school bus or public transit vehicle • getting lost while walking 					

Safety

Competences	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Safety					
► Safe objects and places					
<ul style="list-style-type: none"> • Identifies signs of danger (e.g. icy sidewalks, holes in the street, the sound of a smoke alarm, lightning, threatening gestures, unusual odours, smoke) 					✓
<ul style="list-style-type: none"> • Knows the procedure or strategy to follow in the presence of signs of danger 	✓			✓	✓
<ul style="list-style-type: none"> • Knows about unsafe situations (e.g. leaving school alone or without permission, following a stranger, leaving his/her wallet on a bench, giving his/her telephone number or address to a stranger, standing in front of a bus, playing outdoors in a thunderstorm) 	✓		✓		✓
<ul style="list-style-type: none"> • Complies with the safety rules associated with handling a given object or device (e.g. sharp objects, matches, range, kettle, toaster) 	✓		✓	✓	✓
<ul style="list-style-type: none"> • Complies with the safety rules applicable in different places (e.g. gym, cafeteria, pool, staircase, toilets, school yard) 	✓		✓	✓	✓
<ul style="list-style-type: none"> • Uses his/her knowledge of safe conduct to deal with unexpected issues 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> ▪ weak or dead batteries in a device ▪ broken electrical appliance ▪ misplacing an appliance ▪ not enough light ▪ etc. 					

Safety

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Safety					
► Emergencies					
<ul style="list-style-type: none"> • Knows what constitutes an emergency (e.g. fire, accident, power outage, flood, robbery, poisoning) 	✓	✓			✓
<ul style="list-style-type: none"> • Identifies emergency exits in a public place (e.g. movie theatre, school, shopping mall, airport) 		✓			✓
<ul style="list-style-type: none"> • Knows the people or services to contact in different types of emergency (e.g. fire department, police, ambulance, security guard, member of school staff) 	✓		✓	✓	✓
<ul style="list-style-type: none"> • Follows the appropriate emergency procedures or strategies 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> ▪ calls for “help” ▪ finds the person in charge ▪ dials 911 or the emergency services number ▪ dials the telephone number of a family member ▪ gives his/her location 					
<ul style="list-style-type: none"> • Uses knowledge related to emergency situations to deal with unexpected issues such as: 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> ▪ delayed emergency services ▪ change in the emergency procedure ▪ blocked emergency exit 					

Consumer Behaviour

Competency	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Consumer Behaviour					
► Goods and services					
<ul style="list-style-type: none"> Identifies different goods and services and their functions (e.g. buying food at the grocery store, buying medication at the pharmacy, having a watch repaired at the jeweller's) 	✓	✓	✓		
<ul style="list-style-type: none"> Locates goods or services in the community 		✓	✓		
<ul style="list-style-type: none"> Makes a distinction between his/her own property, other people's property and public property 	✓		✓		
<ul style="list-style-type: none"> Recognizes consumer-related sources of influence (e.g. family, friends, the media) 	✓	✓	✓		
<ul style="list-style-type: none"> Explores the influence of the media in his/her behaviour as a consumer 	✓	✓	✓		

APPENDIX 1: Characteristics of Students With Moderate to Severe Intellectual Disabilities

The following sections present an overview of the characteristics of students with intellectual disabilities, so that readers may become familiar with their specific features and needs. In recent years, a number of authors³⁷ have written about the characteristics of people with intellectual disabilities. Of particular interest here are the general, interdependent characteristics that may be exhibited to different degrees by students with moderate to severe intellectual disabilities, and that may impact their learning and the level to which they are able to develop competencies. These students form a heterogeneous group whose abilities and needs vary according to the extent of their mental delay, their chronological age and whether or not any associated disorders are present.³⁸ The characteristics that will be considered relate to cognitive, language, motor and social-emotional development.

Structure of preoperational thought

Students with intellectual disabilities tend to develop more slowly, and their development is punctuated by extended periods where cognitive development remains static. In addition, their cognitive structures do not

develop fully, thereby accentuating their developmental delay. Students with intellectual disabilities will not reach the last (formal operational) stage of cognitive structure development, meaning that they are unable to achieve a high level of abstraction.³⁹

At the preoperational thought stage, the students understand and plan actions to deal with specific situations in familiar environments by handling and touching objects. They do not have access to abstract reasoning and find it difficult to control themselves. However, for some students with moderate to severe intellectual disabilities, research shows that activities designed to train them in the use of self-regulation strategies, along with supportive interactions (scaffolding, heteroregulation), appear to have a positive impact on their ability to adjust.⁴⁰ In the long term, this promotes the transfer of learning. It is also at this stage that language emerges and becomes a powerful structural tool for action. As they interact with adults, the students imitate their speech, gradually enriching their inner language and eventually becoming able not only to use their own verbalizations (self-instruction) as they seek solutions, but also to find their own motivation and encouragement when facing problems or unfamiliar situations.

37. Saint-Laurent, 1994; Dionne et al., 1999; Gagnier and Lachapelle, 2002; Langevin et al., 2004; Dumas, 2005; Chalghoumi, 2011.

38. Associated disorders include difficulties, deficits or disabilities in addition to the diagnosis of intellectual impairment, such as sensory or physical deficits, mental health problems or invasive developmental disorders (Carmen Dionne et al., "La nécessité d'une pratique spécialisée en soutien à la personne et à ses milieux de vie" in Jean-Pierre Gagnier and Richard Lachapelle, *Pratiques émergentes en déficience intellectuelle: Participation plurielle et nouveaux rapports* (Presses de l'université du Québec, 2002), 61.

39. Carmen Dionne et al., "Le retard du développement intellectuel," in *Psychopathologie de l'enfant et de l'adolescent*, ed. Emmanuel Habimana et al. (Boucherville: Gaëtan Morin Éditeur, 1999), 330-331.

40. Marie-Claire Haelewyck and Sandrine Palmadessa, 2007; Christine Hessels-Schlatter, 2006; Yannick Courbois, 2006.

Information processing

The expression “information processing” is a generic term used to refer to the procedures that lead to the production of suitable responses to given tasks. Students with intellectual disabilities usually have less effective basic information processing procedures, among other things for attention and memory.⁴¹

“Attention” means a person’s ability to select relevant information from the environment and ignore other information, based on the goal to be accomplished or the task to be performed.⁴² People with intellectual disabilities are usually attentive but not necessarily to the most relevant stimuli.⁴³ For example, they may be attentive to the most attractive stimuli, those that are most visible because of their colour, shape or sound. Therefore, when students perform a task, they do not necessarily process the appropriate information and the result is not always what was anticipated.

“Memory” is usually defined as a person’s ability to encode, store and recall information. People with intellectual disabilities normally have working memory deficits. They find it hard to recall the elements of information to be processed.⁴⁴ They would perhaps be able to store two units of information at once, whereas other people would normally store

between five and nine.⁴⁵ In addition, they are not able to make proper use of memorization strategies (e.g. mentally repeating information), and once the information has been stored, it is harder for them to recover it.⁴⁶ However, it seems that information that calls on the visual memory or repeated behaviour is more easily stored.⁴⁷ These students have few cognitive strategies (memorization, information structure, recall of information from the long-term memory, etc.), or do not use them effectively. Students with moderate to severe intellectual disabilities would therefore find it harder to assimilate and quickly recall large amounts of complex data.⁴⁸ They remember less information, need more time to process it, and have difficulty recalling it. These problems impact their ability to organize information and use it when performing tasks.

Transfer and generalization

Students with moderate to severe intellectual disabilities find it hard to learn, and also experience more difficulty in using the knowledge or skills they have acquired in other contexts, even those that appear similar. Different strategies and means are therefore required to promote transfers of prior knowledge into new contexts (transfer), and to extend prior knowledge to a set of contexts (generalization).⁴⁹

41. Christine Hessels-Schlatter, 2006; Yannick Courbois, 2006; Norman Bray et al., 2003; Carmen Dionne et al., 1999.

42. Québec, Ministère de la Santé et des Services sociaux, Direction des communications, *Trouble déficitaire de l'attention/hyperactivité: Agir ensemble pour mieux soutenir les jeunes* (Québec, 2003).

43. Dionne et al., “Le retard de développement intellectuel,” 331.

44. Christine Hessels-Schlatter, 2006; Carmen Dionne et al., 1999.

45. Christine Hessels-Schlatter, “Le développement des compétences dans le raisonnement abstrait chez les personnes présentant un retard mental modéré à sévère,” *Pédagogie spécialisée* (January 2006), 1, 28.

46. Yannick Courbois, “Quelques éléments pour comprendre l’approche cognitive de la déficience intellectuelle,” in *Déficience intellectuelle: Savoir et perspectives d’action*, vol. 2, ed. Hubert Gascon et al. (Québec, 2006), 205-220.

47. Christine Hessels-Schlatter, “Le développement des compétences dans le raisonnement abstrait chez les personnes présentant un retard mental modéré à sévère,” *Pédagogie spécialisée* (January 2006), 31.

48. Dionne et al., “Le retard du développement intellectuel,” 331.

49. Jacques Langevin et al., “Incapacités intellectuelles: Contexte d’inclusion et processus d’adaptation de l’intervention,” in *La pédagogie de l’inclusion scolaire*, ed. Nadia

The situations used for generalization should be chosen according to their usefulness in the students' everyday lives and their proximity to the students' living environment.

Communication

Students with moderate to severe intellectual disabilities generally exhibit a desire to communicate and become involved in social communication activities.⁵⁰ They usually communicate through speech, although their speech development may be delayed and they may not spontaneously use communicative behaviours. Some may exhibit atypical language delays that are not necessarily related to the extent of their intellectual deficits, and this may cause problems with one or more of the expressive or receptive components of language. For example, their elocution problems may be extensive enough for their message to be impossible to understand. Their vocabulary is often poor and imprecise, meaning that they lack the words to express their ideas or to understand long, complex sentences. It may sometimes be difficult for them to maintain a coherent discourse.

To allow these students to communicate more effectively, a number of approaches using gestural, image-based or symbolic, non-verbal language have been developed over the years. These approaches include a variety of assistive communication technologies⁵¹ to support or replace the spoken word and enhance understanding. It is important to ensure that students have an effective communication system because

Rousseau and Stéphanie Bélanger (Sainte-Foy, Québec: Presses de l'Université du Québec, 2004), 179.

50. Marc Monfort, Adoración Juarez, and Isabelle Monfort Juarez, "Les troubles de la pragmatique chez l'enfant" (Madrid: Entha, 2005), 53.

51. Pictogram or image systems, sign language and information and communications technologies are examples of the methods used to facilitate communication for children who are less able to use words.

their language skills play an important role in their learning development in general, and in their learning of reading and writing in particular.⁵²

Motor skills

Students with moderate to severe intellectual disabilities may be physically or physiologically delayed to different degrees as a result of genetic, prenatal, perinatal or postnatal factors.⁵³ Where this is the case, they will experience problems with their general and fine motor skills, visuomotor coordination, sensory modulation, balance, posture and body schema. Owing to a fairly sedentary lifestyle, most of these students have a level of physical fitness generally below that of other people of the same age and gender.⁵⁴

There are so many individual differences among these students that it is impossible to propose a profile common to all of them. Individual assessment is the best way to determine their motor skills and identify their needs. Physical and physiological skills, the development of repeated behavior⁵⁵ and environmental adaptations will have an impact on the students' level of autonomy in everyday, leisure and work-related activities such as getting dressed, travelling, manipulating objects, performing tasks or taking part in a sport.

52. Lyne Gingras et al., *De l'oral à l'écrit: Guide d'intervention pour les élèves du 2^e et du 3^e cycle du primaire présentant des troubles langagiers*, unpublished document produced as part of measure 30052 by the Services régionaux de soutien et d'expertise des régions de la Capitale-Nationale, de la Chaudière-Appalaches et de l'Estrie (Québec: Ministère de l'Éducation, 2004), 9.

53. Évelyne Pannetier, *Comprendre et prévenir la déficience intellectuelle* (Québec: Édition Multi Monde, 2009), 35.

54. François Brunet and Dominique Mautuit, *Activités physiques adaptées aux personnes déficientes intellectuelles: Du programme institutionnel au projet personnalisé*, revised edition (Paris: EPS, 2006), 11-18.

55. Repeated behaviour refers to action sequences that have become a routine and no longer require conscious effort to be reactivated and used in different situations. They allow an individual to focus his or her attention on other elements of a situation. Gerhard Steiner et al., 2008.

Socialization

The social development of students with moderate to severe intellectual disabilities, although similar in some respects to that of other children, is characterized by social skills that are lacking in comparison with those of other children of the same age. Many students do not have the skills required to engage in or sustain social interactions. The types of interactions they seem best able to sustain are solitary activities and parallel participation. In addition, they are more likely to be victims of abuse, suffer from mental health problems, be unsuccessful at school and be rejected socially because of their communication problems, overly trusting nature and the fact that they find it difficult to understand the implications of their actions and choices.⁵⁶

To ensure that they develop in harmony with their surroundings, the students should interact with people who have more extensive social knowledge and skills, and can serve as models or provide support. Their experience of harmonious relationships will give them the confidence they need to develop relationships with people of the same chronological age.

Self-Efficacy

Self-esteem, self-image and self-knowledge help people to build their identity. These are the factors that give them a positive or negative image of themselves, and that serve as guidelines for action. Students with moderate to severe intellectual disabilities accumulate many failures, and this has a negative impact on their sense of self-efficacy.

56. Danielle Chrétien et al., "Au delà des maux/des mots et des actions," in *Déficiência intellectuelle: Savoir et perspectives d'action*, vol. 1 ed. Hubert Gascon et al. (Québec: Presses Inter Universitaires, 2006), 449.

Perceived self-efficacy, or a child's belief in his or her ability to complete a task or challenge, or to learn,⁵⁷ is influenced to a large extent by his or her prior experience of success or failure. Children who have failed in the past will be convinced that they cannot perform a task, even before they try it. This anticipated certainty of failure helps to generate a negative self-image that partly explains their considerable need for social reinforcement or adult approval and their refusal to undertake tasks. However, a sense of self-efficacy is not built solely by success or failure at school. It is also influenced by the person's social life and positive relationships with other people.⁵⁸

Motivation

Motivation and the sense of self-efficacy are closely linked. The recurrent failures experienced by students with moderate to severe intellectual disabilities also affect their degree of motivation.⁵⁹ The students appear to be uninterested, they do not commit spontaneously to new tasks or activities, and when they eventually do so they tend to underestimate the constraints.⁶⁰ They easily lose motivation during an activity and may not necessarily persist when they encounter problems. They are motivated more by avoiding failure than by succeeding. In other cases, motivation may be lacking or poorly directed, with the result that their interest is triggered by the physical appearance of the materials they use, rather than by the pleasure they derive from carrying out or resolving a difficult task.

57. Albert Bandura, Nancy E. Betz, Steven D. Brown, and Robert W. Lent, *Les adolescents: Leur sentiment d'efficacité personnelle et leur choix de carrière*, trans. Anne-Marie Mesa (Montréal: Septembre Éditeur, 2009).

58. Laurence Dautrebande and Nathalie Nader-Grosbois, "De l'autorégulation à l'estime de soi à l'adolescence: Des concepts aux méthodologies," in Nathalie Nader-Grosbois, *Régulation, autorégulation, dysrégulation* (Mardaga, 2007), 212-219.

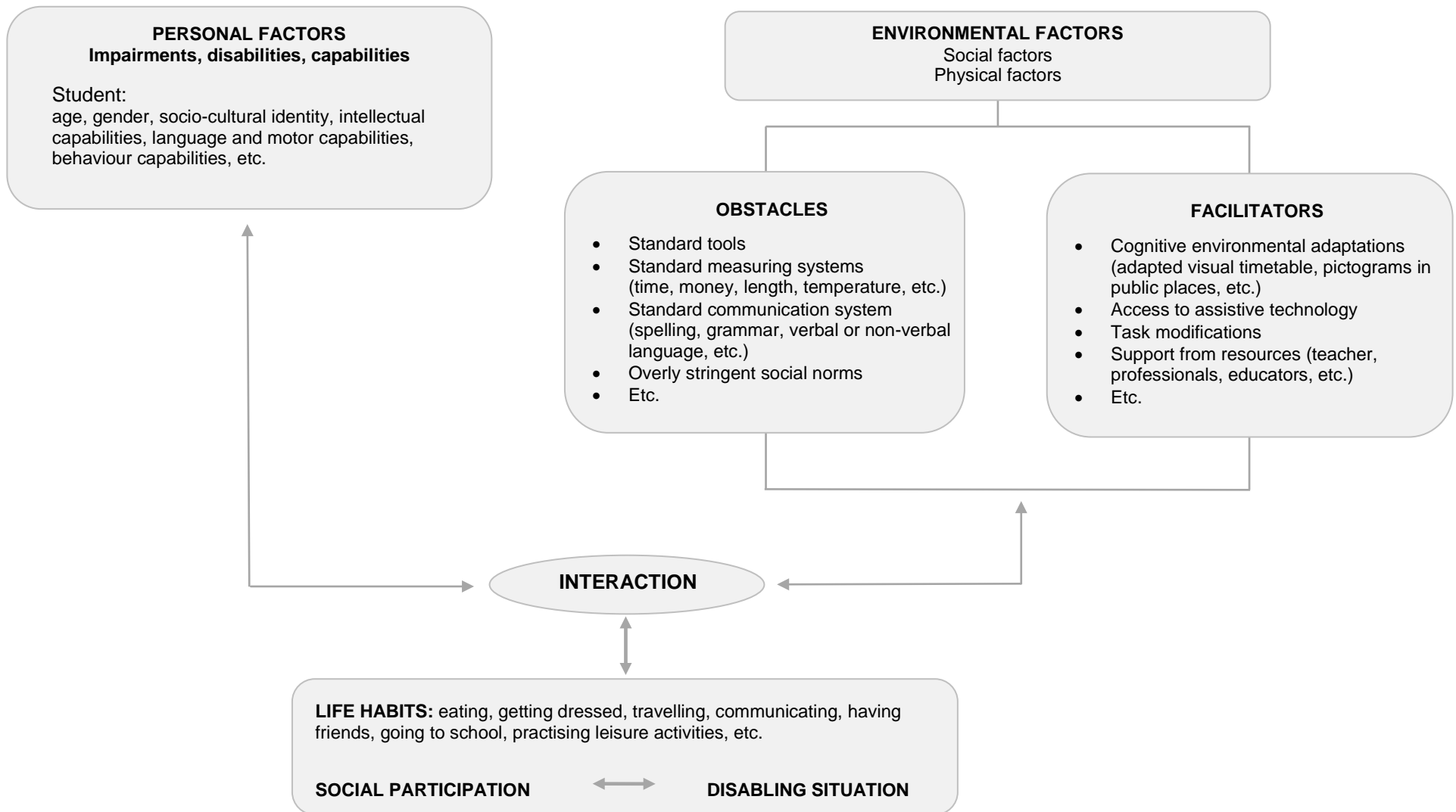
59. Langevin et al., "Incapacités intellectuelles," 180.

60. Dionne et al., "Le retard du développement intellectuel," 317-342.

Students with intellectual disabilities often ascribe their failures to lack of knowledge or skills. However, motivation is an important factor in learning, and it therefore seems appropriate to make the students understand the purpose of what they are learning, and give them opportunities to apply it immediately, several times over. Anticipating, planning or practising something “for later” requires a level of operational thinking that these students often find difficult.⁶¹

61. Ibid.

APPENDIX 2: Disability Creation Process: Application to Students With Moderate to Severe Intellectual Disabilities



Based on Patrick Fougeyrollas (Québec, RIPPH, 2007).

In the Disability Creation Process (DCP),⁶² *personal factors* include identity-related factors such as age, gender, socio-cultural origin and life history. They also include organic impairments such as brain lesions, chromosomal aberrations and muscular weaknesses. These impairments may create disabilities in terms of intellectual, language, motor and behaviour-related capabilities and so on. A *capability* refers to the potential for carrying out physical or mental activities. Capabilities are inherent to the person, and will influence interactions with the environment.

Environmental factors can be of two types: social or physical. The social dimension includes the attitudes and perceptions of other people, the socio-cultural and political context, community organizations, and so on. The physical dimension covers architecture, land use planning, access to places and assistive technology. Environmental factors may be *obstacles*, i.e. elements that hinder the accomplishment of life habits⁶³ when they interact with personal factors (a person's impairments, disabilities and other characteristics).⁶⁴ For example, a standard item of furniture or equipment becomes an obstacle when it prevents a student from performing basic activities. It is extremely important to identify obstacles and introduce the facilitators that will allow students to act appropriately in various situations.

62. Patrick Fougere et al., *Processus de production du handicap PPH: Évolution conceptuelle internationale dans le champ du handicap*, Guide de formation (Québec: RIPPH, 2007).

63. It is important to note that life habits include everyday activities, such as domestic chores, in addition to the personal activities essential to support life.

64. Ibid., 35.

A *facilitator* is an element in the environment that contributes to the accomplishment of life habits when it interacts with personal factors.⁶⁵ For example, in a communications context, a bulletin board and the availability of a resource person are both facilitators.

The *disabling situation* refers to a reduction in the completion of life habits resulting from the interaction between personal factors (impairments, disabilities and other personal characteristics) and environmental factors (facilitators and obstacles).⁶⁶ A student with intellectual disabilities finds himself or herself in a disabling situation if nothing is done to help him or her overcome environmental obstacles. The disabling situation is therefore the result of a dynamic process involving factors linked to both the person and the environment. It is the opposite of the situation of social participation, in which a student accomplishes the actions necessary to carry out life habits (e.g. doing school work, communicating or developing social relationships with teachers or classmates, navigating around the school, choosing or preparing a snack). If no adaptations are made, the student with a disability has to attempt to conform to standard actions and finds it difficult, if not impossible, to accomplish the required activities. The inability to act in a given situation triggers the disability creation process and places the student concerned in a socially disadvantaged position. If, on the other hand, the situation is adapted to the student's personal factors, the more likely it will be that the student can accomplish an activity, despite his or her limitations. The disabling situation is therefore mitigated.

65. Ibid., 36.

66. Ibid., 36.

Social participation results from a great number of influences between a person's characteristics and elements of the social and physical environment. In the educational context, the main challenge is to find ways to deal with obstacles and to introduce facilitators to slow down or attenuate the disability creation process and, as a result, increase the student's social participation. It is by adapting interventions, materials and tasks—in particular for learning and evaluation situations—that the disability reduction process is launched and the student will be able to develop the competencies conducive to social participation.

APPENDIX 3: Main Components of the CASP Education Program

Aim of the Program

Students with moderate to severe intellectual disabilities will be able to participate in community life to the best of their ability.

Educational Mission

To ensure that students develop to the best of their ability, in line with the threefold mission of schools, namely to provide instruction, to socialize and to provide qualifications

Life Areas

Personal Care and Well-Being

Home and Community Life

School Life

Leisure

Travel

Competencies, Key Features and Evaluation Criteria

1. Communicates	2. Uses the information available in his/her environment	3. Interacts with people in his/her community	4. Acts methodically	5. Acts in a safe manner
<i>Key Features</i>	<i>Key Features</i>	<i>Key Features</i>	<i>Key Features</i>	<i>Key Features</i>
<ol style="list-style-type: none"> Understands a message Produces a message Takes part in conversations 	<ol style="list-style-type: none"> Recognizes different information sources Selects information Considers the selected information when taking action 	<ol style="list-style-type: none"> Becomes involved in a group Pays attention to other people Complies with school rules and social norms 	<ol style="list-style-type: none"> Understands the task Prepares to perform the task Performs the task 	<ol style="list-style-type: none"> Recognizes potentially dangerous situations Adopts appropriate safe behaviours Knows what to do in emergencies and potentially dangerous situations
<i>Evaluation Criteria</i>	<i>Evaluation Criteria</i>	<i>Evaluation Criteria</i>	<i>Evaluation Criteria</i>	<i>Evaluation Criteria</i>
<ol style="list-style-type: none"> Relevance of responses to messages received Relevance of messages produced Appropriateness of participation in conversations 	<ol style="list-style-type: none"> Recognition of useful information sources Selection of relevant information Actions consistent with the available information 	<ol style="list-style-type: none"> Active participation in a group Expression of an interest in other people Compliance with school rules and social norms 	<ol style="list-style-type: none"> Adequate understanding of the task Proper preparation for performing the task Effective performance of the task 	<ol style="list-style-type: none"> Recognition of potentially dangerous situations Demonstration of safe behaviours Recognition of the appropriate procedure or strategy to follow in an emergency or potentially dangerous situation

Program Content

English Language Arts

Mathematics

Science

Physical Education and Health

Arts Education

Information and Communications Technologies

Life in Society

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A word cloud featuring various terms related to education and achievement, including: Achieve, Succeed, Exercise, Persevere, Read, Learn, Share, and Success. The words are arranged in a dense, overlapping pattern with varying font sizes and orientations.

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