



A **D** **A** **P** **T** **E** **D** **C** **U** **R** **R** **I** **C** **U** **L** **U** **M**

PRESCHOOL EDUCATION

PRELIMINARY VERSION



Development:

Direction de l'adaptation scolaire et des services complémentaires
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Table of Contents

Acknowledgements	3
Foreword	5

Part One: Introduction

Overview	8
1.1 Understanding the student	9
1.1.1 Intellectual impairment: a definition	10
1.1.2 Impairment, disability and handicap: concepts not to be confused	11
1.1.3 Cognitive and non-cognitive characteristics	14
1.2 Guiding principles	19
1.2.1 The aims of education	20
1.2.2 General objective of the adapted program	20
1.2.3 Basis for educational practices for students with intellectual impairments	23

Part Two: The Adapted Preschool Program

Overview	40
2.1 To develop self-awareness	41
2.2 To learn to develop relationships with others	57
2.3 To learn to interact with one's surroundings	66

Part Three: Evaluation

Overview	84
3.1 Introduction	86
3.2 Formative evaluation	87
3.3 Summative evaluation	89

Bibliography	95
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Foreword -----

The aim of the present document is to present a curriculum for preschool education, based on the official program established by the ministère de l'Éducation in 1981 and adapted to suit the characteristics and special needs of students with moderate to severe intellectual impairments.

The adapted program selects from the regular program objectives which are **essential** for the development of a student's autonomy and sense of responsibility. Students with moderate to severe intellectual impairments represent a heterogeneous clientele. In order to meet the essential objectives it is therefore necessary to individualize the educational process. Examples of activities are presented herein as an aide to understanding appropriate adapted educational processes. **These activities are in no way mandatory.**

Use of the present version of the program is optional for school boards. The objective is to collect as much feedback as possible so that the final version may best meet the needs of teachers and of students with moderate to severe intellectual handicaps.

Members of school personnel are invited to send their comments regarding this preliminary version to the:

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Introduction

A. The problem

Within the field of education, a large consensus exists with regards to the general objective to be pursued for people with an intellectual handicap: AUTONOMY.

Special programs delineate a number of objectives to this effect, without however giving teachers the means to attain them. Moreover these programs tend to describe knowledge and skills, generally mastered by people without an handicap.

Within an integrated context in a regular class, the problem seems accentuated because using regular programs, intended for a clientele without handicaps, presupposes the presence of various abilities which automatically contribute to the development of autonomy.

By the same token, we know that in order to facilitate the integration process within a context that is as ordinary and as stimulating as possible, it is necessary for teachers and educators in general to have useful resources. It is to this end that ADAPTATION - INTEGRATION was created.

B. Objective and model of integration

The integration objective of the adapted programs for a student with an intellectual handicap is stated as follows:

To aim for the essential and to foster the development of social autonomy by making information accessible while taking into account the special working characteristics of the child in the situations where he/she interacts.

The proposed adaptations intend to pinpoint objectives that facilitate the development of autonomy, while taking into account both the special needs of the integrated student and the abilities of the other students. Methods for the attainment of the objectives have also been specified, they reflect current knowledge in the field and are seen as ways to foster the development of the skills that are being sought.

Throughout this document the essential skills to be mastered will be clearly identified.

This should help teachers in their intervention choices relative to objectives which promote the development of functional skills. These skills enable a student to exert a certain amount of control on his/her actual and future environment and to increase his/her autonomy.

C. Conditions for actualization

▼ **Individualization within a collective approach**

In order to reconcile theory with efficient classroom practice a teacher will have to develop a certain know-how that stimulates both the individual with special characteristics and the group as a whole in its social dynamics.

Thus adopting a collective approach during introductions to projects and activities will help meet a child's ordinary needs whereas individualized teaching, planned for by using the adapted programs, will meet the special needs of the child.

A personalized and structured intervention may be necessary to meet certain needs that are specific to the child (e.g.: speech therapy, a gestural code, equipment, physical activity).

The aim of these specific types of interventions is always to offer the child means by which obstacles may be reduced in the contexts where he/she interacts.

▼ **Partnership, cooperative learning and peer tutoring**

It is evident that this new pluralistic role expected of teachers and other educators cannot be successfully managed unless certain facilitating approaches are adopted.

○ ***In the school***

Within the organization of a school, let us consider a partnership that is based on the concerted and collaborative efforts of all parties involved and where the responsibilities for integration are truly shared.

The intervention plan, when it is carried out according to the established rules is a true example of successful partnership.

It can also, be carried out in the following way: by simply sitting down together in order to determine the needs of the student and then by working together to meet these needs. (set priorities among objectives then find ways to attain them).

○ ***In the classroom***

Within the classroom, a cooperative rather than a traditional approach is recommended. Cooperative learning stimulates interactions between students and creates a climate that fosters the development of communication and social skills, two areas where children with intellectual handicaps need special attention.

Peer tutoring is also recommended especially when the tutors are able to correct and reinforce in a way that increases a student's response.

Cooperative learning and peer tutoring have the double advantage of facilitating both learning and social integration in children by the children themselves, by way of the added responsibilities that are given them.

▼ **Pedagogical support and a need for accompaniment**

Several school teams are already working in an atmosphere of openness and exchange. If it seems necessary to make provisions for assistance or accompaniment in order to start or to progress successfully on the path to integration, school boards must evaluate and meet the support needs of the integrating teacher, so as to better ensure the success of the integration process.

According to expertise gathered in certain circles and to research in the field (Beaupré, 1989; Hudson Clunies-Ross, 1984), in order for the experience to be beneficial for the child, tangible support must be offered to the teacher throughout the child's school life. Moreover a structured pedagogical environment is necessary, which means, among other things, that the teacher should receive pertinent and appropriate information as well as adequate materials in order to facilitate academic and social development.

Organization of the document

The present document is divided into four major parts that hopefully allow for efficient consultation and easy access to the information it contains.

Part One helps to explain the main tenets on which the adapted programs are based. Some of the latest knowledge in the field of mental retardation is addressed. Various pedagogical implications dictated by the child's special needs are outlined and the principles that guide the pedagogical interventions are explained. Finally, Part One offers a general picture of the finalities and goals pursued in the Adaptation -Integration programs.

Part Two contains the Adapted Kindergarten Program per se. The three areas of the regular program are presented with an identification of key interventions that facilitate social integration for children with intellectual handicaps. Examples of activities that should help in the realization of these key interventions are also presented.

Part Three pertains to the evaluation of learning. An adapted evaluation process is proposed and a list of indicators is suggested within a descriptive report card format.

Part Four addresses the questions of language, communication and behavior. This section offers teachers and educators a non exhaustive list of suggestions to guide them in their intervention choices for the student. The suggestions given are simple and applicable to a classroom situation. The aim is to reduce obstacles and to maximize successful interventions so that positive peer interactions may be encouraged.

Before examining the adaptations, it is essential to become familiar with some of the special characteristics of people with an intellectual handicap. Indeed, the clearer our understanding, the easier it will be to take up the exciting challenge of contributing to the reduction of their disabilities and hence to the prevention and alleviation of their handicaps.

Part One

Introduction

- 1. Overview**
 - 1.1 Understanding the student
 - 1.2 Guiding principles

Part One

Overview

Part One contains information on the conceptual framework which served as the basis for this adapted program. Information in this section offers clarifications on certain key concepts which must be well understood if interventions are to be successful. The guiding principles for pedagogical action, adapted for students with moderate to severe intellectual impairments, are also presented.

Outline of Part One

- 1.1 Understanding the student
 - 1.1.1 Intellectual impairment: a definition
 - 1.1.2 Impairment, disability and handicap: concepts not to be confused
 - 1.1.3 Cognitive and non-cognitive characteristics

- 1.2 Guiding principles
 - 1.2.1 The aims of education
 - 1.2.2 General objective of the adapted program
 - 1.2.3 Basis for educational practices for students with intellectual impairments

Part One

1.1 Understanding the student

1.1.1 Intellectual impairment: a definition

1.1.2 Impairment, disability and handicap:
concepts not to be confused

1.1.3 Cognitive and non-cognitive characteristics

1.1.1 Intellectual impairment: a definition

According to the ministère de l'Éducation du Québec*:

"A student is deemed to have a mental handicap when the assessment of his or her cognitive functioning, carried out by means of standardized tests administered by qualified personnel, reveals that his or her general cognitive functioning is much lower than average, a condition which is accompanied by impaired adaptive behavior appearing during his or her early developmental period."

"A mental handicap is qualified as "moderate to severe" when a functional assessment reveals that the student has the following characteristics:

- limitations in cognitive development hindering the student's learning ability regarding certain objectives in regular programs and requiring the adaptation of teaching or a special program;
- functional limitations in the area of personal and social autonomy leading to the need for assistance when dealing with new activities or the need for training in basic self-care skills;
- relatively pronounced difficulties in sensory-motor and communication development, possibly leading to the need for special assistance in these areas."

* QUÉBEC, Ministère de l'Éducation. *General Education in the Youth Sector: Preschool, Elementary School and Secondary School*, 1995-96, Directives, (code 16-0096-12A), p. 25.

1.1.2 Impairment, disability and handicap: concepts not to be confused

In order to better define the educational process for students with intellectual impairments, it is very important to eliminate from the outset any confusion which may exist between the following three basic concepts: impairment, disability and handicap.

First, it may be useful to describe the sequence of events that occurs during an illness or in relation to a physical problem:

- Something abnormal happens within the person. It may be congenital or acquired. Causal circumstances (etiology) bring about structural or functional changes in the body such as an illness or a developmental problem (intrinsic situation).
- Someone becomes aware of this fact. In other words, the pathological state is **exteriorized**.
More often than not, it is the parents or the persons themselves who realize that something is wrong and consult a specialist who then confirms the presence of a problem. This is the **IMPAIRMENT**.
- Regular activities are likely to be curtailed and the illness or problem becomes **objectified**. These are the **DISABILITIES**.
- Other people's perception of the alteration in a person's behavior or functioning can create disadvantages for him or her. For example the person may be marginalized because he or she does not follow social norms. Here, having an illness or a problem is **socialized**. This is the **HANDICAP**.

The following are definitions proposed by the World Health Organization in 1980. ¹

Impairment

" In the context of health experience, an impairment is any loss or abnormality of psychological, physiological, or anatomical structure or function." (WHO, 1980)

¹ World Health Organization. *International classification of impairments, disabilities and handicaps*, Geneva, 1980.

An impairment represents a deviation from biomedical or mental norms. It must be evaluated by qualified persons and according to generally accepted standards. Thus, an impairment is an "exteriorized" pathological state, in other words, one that has been confirmed by a diagnosis.

Disability

" In the context of health experience, a disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being." (WHO, 1980)

A disability affects the activities, skills and behavior of a person. It represents a departure from the norm in terms of performance.

It is possible to reduce or even eliminate disabilities by using corrective devices (e.g. eye glasses), a prosthesis (e.g. an artificial limb), technical aids (e.g. a wheelchair) and by adapting the environment (e.g. adapting a work station, a task or an activity such as teaching someone to tell time by using a digital clock instead of one with hands).

Handicap

" In the context of health experience, a handicap is a disadvantage for a given individual, resulting from an impairment or a disability, that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual." (WHO, 1980)

A handicap is defined in relation to other people; hence the importance of societal values, attitudes and responses of non-handicapped people. The valuation of a handicap is dependent on cultural norms, in other words, a person may be handicapped in one community and not in another. A handicap is characterized by social depreciation caused by discrepancies that exist between an individual's performance and the expectations of the community to which he or she belongs.

A fundamental characteristic of the concept of "handicap" is that it expresses the resultant interaction between personal factors (impairments and disabilities) and social factors (perceptions, expectations, attitudes and prejudices of other community members).

An important pedagogical challenge will be, on the one hand, to adapt teaching and pedagogical materials to enable students with intellectual impairments to develop skills which are essential to their autonomy (thereby reducing their disabilities) and, on the other hand, to enable non-handicapped students to become aware of the basic reality of human

diversity by giving them the opportunity to truly appreciate this diversity and to broaden their outlook on the world.

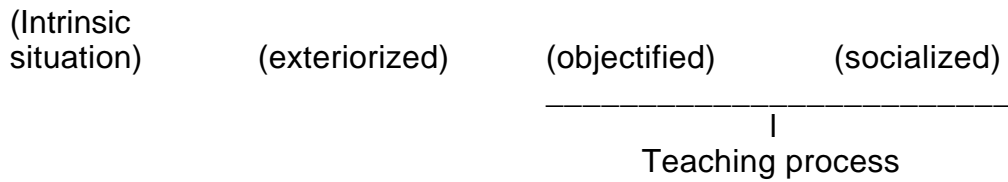
In this way, the teaching process will contribute to the alleviation of handicaps.

**The role of education
in the appearance of a handicap**

Illness

or **→ Impairment → Disability → Handicap**

**Pathological
state**



1.1.3 Cognitive and non-cognitive characteristics

The following is a synthesis of basic cognitive and non-cognitive characteristics generally found in people with intellectual impairments. The authors mentioned below were the first to delineate these characteristics. In the bibliography more recent references are listed. Following the description of each characteristic is a one-sentence summary with suggested examples of some measures that may prove effective.

Cognitive characteristics

A) Developmental delay

Zigler's developmental theory (1969) maintains that the performance of individuals of equal cognitive levels (mental age) but of different intellectual quotients and chronological ages should be similar for the same cognitive tasks. For example, a child with a moderate intellectual impairment and a chronological age of 8 would demonstrate the same cognitive behaviors as a 4-year-old child without an intellectual impairment. This characteristic, far from being the most evident, has nonetheless been the most influential within the school milieu, at the expense of other characteristics which are equally, if not more, important.

The child shows a delay in various aspects of his or her development.

Rather than "respect" this delay, which might prove harmful, one must give the child activities which correspond to his or her real age, i.e. activities which are age appropriate. One must give the child the means by which he or she may adequately perform a task while taking into account his or her developmental delay.

B) Incomplete cognitive development

Inhelder (1963) observed that children with intellectual handicaps go through the same cognitive development stages as children without intellectual impairments but at a slower rate and, **more significantly**, at lower levels of development. She maintains that, after age thirteen or fifteen, a person with an intellectual impairment can no longer acquire new cognitive structures. The cognitive development of an individual with a mild intellectual impairment would therefore stop at the beginning of the concrete operational stage, that of a person with a moderate intellectual impairment would stop at the preoperational stage and that of a person with a severe intellectual impairment would not develop past the sensorimotor stage.

The child's cognitive development is incomplete.

It is important to show a child with a moderate to severe intellectual impairment methods and strategies that will help him or her to cope with preoperational thought.

C) Functional disabilities

- Memory

Ellis (1969) suggests that chronological age rather than mental age be used when comparing individuals. He maintains that people with intellectual impairments have functional disabilities, particularly with regards to short-term memory. These disabilities make them unable to hold on to as much information at once and for as long a period of time as people without disabilities.

A short-term memory disability means that the child will have difficulty understanding a lot of complex information quickly.

Educators can respond to this characteristic by giving out only one simple instruction at a time.

- Attention

Zeaman and House (1963) have also contributed to the functional disability theory by studying attention. Their research shows that people with intellectual impairments often select the most attractive stimuli, noticeable because of color, shape, or sound. These children perceive and pay attention only to the stimuli that they find most attractive; they think and act only according to these stimuli without perceiving or being able to conceive of other, perhaps more important, aspects.

It is not so much that the child is not attentive, but rather that he or she simply does not pay attention to pertinent stimuli.

Here two strategies may be helpful. One is to help the child to notice the most pertinent aspect of a problem or object. However, we often insist that a child be attentive to more than one aspect at the same time, or worse, that he or she be able to conceive of abstract dimensions. If this is the case, it is essential that adaptations be made to render things simpler and more concrete so that educators can work with the child's natural tendency to pay attention to the most attractive stimuli instead of fighting it.

- Transfer and generalization

Another type of impairment generally observed has to do with transfer and generalization. Generalization of a stimulus occurs when a response which was learned under controlled stimulus is repeated under different stimulus.

Generalization can happen in relation to instructions, objects, people, places, areas and time. Functional impairments have been detected in people with intellectual handicaps with regards to generalization and transfer of learning processes (Blake, 1976; Kaufman and Peterson, 1965; Brown, 1970).

The child has difficulty using new knowledge or skills in a situation that is different from the one he or she has learned them in.

There is no choice: the issue of transfer must be addressed. An important part of the solution is to work in close collaboration with the parents of the child so that they may offer their support in situations of transfer.

Non-cognitive characteristics

Within an educational context, one must also consider the non-cognitive characteristics (e.g. self-confidence, self-esteem, motivation). Year after year, students with intellectual impairments tend to experience significant and prolonged failure. Accumulated delays in acquiring knowledge related to social skills have a considerable impact on their level of self-esteem and motivation to learn. Zigler, Balla and Hodapp (1984) have emphasized that the first obstacle to learning is the feeling of failure.

NON-COGNITIVE CHARACTERISTICS

STRATEGIES

<ul style="list-style-type: none">- Feeling of failure (self-confidence)	<ul style="list-style-type: none">- Adapt teaching to make challenges reasonable.- Make success possible by presenting students with appropriate tasks.
<ul style="list-style-type: none">- Self-esteem	<ul style="list-style-type: none">- Adapt the environment to make room for the child.- Show through gestures that the child is appreciated just the way he/she is.- Acknowledge small successes.
<ul style="list-style-type: none">- Motivation to learn	<ul style="list-style-type: none">- Choose chronological (real) age-appropriate activities.- Suggest meaningful tasks that have useful and functional purposes.- Constantly encourage the child by using motivational systems.

To live with an intellectual impairment in a cognitive environment conceived by and for people without intellectual impairment is to be constantly faced with failure. This has negative if not devastating effects on a person's level of self-esteem and motivation to learn.

Within an educational context, two solutions seem possible. The first consists in having the child experience success in an educational program tailored to his or her needs. This is the "individualized educational program" which is in fact a personalized program usually based on a micro-gradation of objectives. This particular solution reduces integration to the mere presence of the child in the same environment as his or her peers and unfortunately generates an accumulated lag in the acquisition of skills necessary for the development of autonomy and a sense of responsibility.

The other solution, which is the one favored here, consists in adapting the cognitive environment (programs, strategies, procedures, instructions, tools) so as to meet everyone's needs. The disabilities of people with intellectual impairments can be summarized into one sentence: they have difficulty understanding and remembering. To accommodate people with intellectual impairments by adapting the environment means to identify and to reduce or eliminate obstacles which make their learning impossible.

Part One _____

1.2 Guiding principles

1.2.1 The aims of education

1.2.2 General objective of the adapted program

1.2.3 Basis for educational practices for students with intellectual impairments

1.2.1 The aims of education

Students with intellectual impairments have the same rights to educational services as their fellow citizens. For them, as for all students, education must serve the following dual purpose:

To promote the overall development and social integration of the student.

1.2.2 General objective of the adapted program

The goal of this program is to enable preschool-aged children with moderate to severe intellectual impairments to acquire the basic skills necessary for the progressive development of their autonomy and sense of responsibility by allowing them to pursue their personal goals, to form relationships with others and to interact with their environment.

For students with intellectual impairments, autonomy and responsibility are particularly important to their social integration. But how does one define autonomy and responsibility?

The Conseil Supérieur de l'Éducation informs us that all educational activity, especially that which takes place within the boundaries of formal education, must have as its goal to promote autonomy, i.e. the ability to take care of oneself and to think and act independently, as well as to encourage a sense of responsibility, i.e. the ability to decide what actions to take towards certain goals and accept the consequences of one's choices. High schools thus continue the work initiated at the elementary level ².

Within this definition, the concept of progressive development is essential. Autonomy and responsibility are considered a goal, not a starting point. The Conseil Supérieur de l'Éducation describes the progression in terms of active steps towards autonomy ("*démarche dynamique vers l'autonomie*"). From preschool to the end of secondary school, students develop skills and attitudes which gradually help them to take care of themselves as they become less and less dependent and increasingly apt to answer for their own actions before others.

Added to the concept of progression is another essential concept, the one of levels of attainment or degrees of autonomy.

The concept of autonomy is necessarily relative, susceptible to degrees and to progress. Two dangers exist: one is to assume its presence too soon,

² Conseil Supérieur de l'Éducation. *Pour une école secondaire qui développe l'autonomie et la responsabilité*, avis à la ministre de l'Éducation, 1992, p.43.

which can discourage the student, and the second is to forbid autonomous behavior where it might exist, which is equal to thwarting the student .³

The general level of autonomy expected of a preschool student will be different from that expected of an elementary-school student. The age of the student is therefore a very important factor to consider when choosing themes and activities.

Overall autonomy consist of several aspects. Depending on the circumstances, the physiological and mental states of an individual as well as the tasks at hand, a person might be placed somewhere on a continuum between absolute dependency and total autonomy.

A fact to consider is that autonomy and responsibility do not progress in a linear fashion. Depending on life circumstances (personal or environmental), one or more aspects of autonomy and responsibility may even regress.

Autonomy and responsibility for students with intellectual impairments

The progressive development of the different aspects of autonomy and responsibility in students with intellectual impairments must take into account their special characteristics. Appropriate teaching methods and essential learning concepts must be identified so that education may fulfill its goal: to promote the overall development and social integration of the student.

What knowledge, skills and attitudes are essential to the development of autonomy and responsibility?

Some of the research on autonomy has shown significant correlations between the degree of social integration and the development of skills and knowledge in four particular areas:

- numbers and their daily use;
- communication (oral, written and non-verbal);
- time management;
- money management.

It seems necessary to add management of surroundings to this list. Indeed, for social integration to be feasible, a person must be able to move around autonomously within his or her environment.

The choice of learning activities related to these five areas is very important, given the student's ability to remember and generalize. The school milieu must offer the student age-appropriate activities as well as the means with

³ LEGENDRE, Renald. *Dictionnaire actuel de l'éducation*. Librairie Larousse, Paris-Montréal: 1988, p.55. This is a free translation.

which to complete tasks adequately, while taking into account his or her developmental delay.

The regular programs determine age-appropriate related content which corresponds to the knowledge and skills necessary for life in society. The regular programs will thus serve as a reference when selecting objectives that are conducive to the progressive development of autonomy and responsibility in students with moderate to severe intellectual impairments.

These three points have served as guidelines in the development of the adapted preschool and elementary programs for students with moderate to severe intellectual impairments.

1.2.3 Basis for educational practices for students with intellectual impairments

This program is based on the same values as the regular curriculum for preschool education. Moreover, a synthesis of various research findings in the area of mental retardation has served to create a list of guiding principles for adapting the educational process in order to better suit the needs of students with moderate to severe intellectual impairments.

Since there are more similarities than differences between students without impairment and those with intellectual impairments, certain principles hold true for all students, while others pertain to the particular needs of students with intellectual impairments.

▼ Learning as an active process

This principle refers to the active participation of students in their own learning. Learning contexts must be organized in such a way as to enable students to experiment, to make attempts at responding and to make their own way towards finding behaviors that are appropriate for the situation at hand.

Teaching that emphasizes learning based on experimentation and discovery will trigger within the learner prior knowledge and behaviors that are conducive to the attainment of the learning objectives. Verbal instructions are reduced to allow the students greater control in their own learning.

Expected to exhibit appropriate behaviors and to construct their own knowledge within learning activities, the students become architects of their learning. The teacher plays the role of a discreet but attentive guide.

Learning is an active, individual process. However, in a school system, it takes place within the social context of a class. This makes participation in group activities mandatory for students.

To consider learning as an active process:

- Facilitate student experimentation and discovery.
 - Encourage students to take charge.
 - Guide students discretely during trial sessions.
 - Facilitate active participation in group activities.
-

▼ Making learning activities meaningful

The essential objectives retained in the adapted programs refer to behaviors whose concrete and immediate application is likely to improve physical well being, social status and contacts, and to widen the scope of possible action. The learning activities related to these objectives are meaningful in that they correspond to the interests and chronological age of the students and provide immediate rewards. For example, students may learn to use a telephone, public transportation, a time schedule money, and organize their work, all of which are objectives which should be promoted, depending on the student's age and level of education.

By reproducing as closely as possible the situation and the context in which a skill must be practised, education can increase the meaning of an activity. It then becomes easier for students to establish significant links (usefulness) between what is asked of them (task) and what is presented to them (activity).

Informing the student of expected results is another application of this principle. Such information is intended to arouse the students' interest in an activity, helps them to understand and anticipate what is expected of them, shows them an image of the final product, gives them a clear and precise idea of the procedure to follow and explains the meaning of the activity right from the start. Withholding such information from a student is like asking someone to mix the ingredients of a recipe without telling them what it is they are making. What recipe book doesn't title its recipes? Some books even illustrate the final product, thereby giving the cook a clearer understanding of the aim of the written procedure.

Tasks that have practical, useful consequences on a student's life, play, work and social environment help to sustain motivation to learn. What the student does has meaning.

To make learning activities meaningful:

- Aim for essential objectives.
 - Suggest meaningful tasks that have useful, practical and immediate consequences.
 - Use new skills in real contexts.
 - Let the student know what results are expected of him or her and why learning a particular skill is useful.
-

▼ Recognizing the importance of prior knowledge in learning

When planning new learning experiences, educators must take a student's prior knowledge into consideration. Students construct new knowledge based on what they already know. For the student with an intellectual impairment, prior knowledge must be called upon at the appropriate time so that new knowledge can be integrated. This is why it is important to include in learning situations cues that will help the student to recall prior knowledge.

In order for the student to make links between the known and the unknown, one must make sure to use stimuli which is familiar in form and meaning. For example, numbers and letters should always be written in the same way and have the same meaning. For example, the number three (3) should always be written the same way throughout various learning activities and should always represent the same value of 3 and not 15 as it can on an analog clock when the big hand points to 3.

The stability of stimuli, in form as well as in meaning, plays a pivotal part in the recall of prior knowledge.

To recognize the importance of prior knowledge in learning:

- Take prior knowledge into account when planning something new.
 - Offer information that will help the child access prior knowledge.
 - Make sure information remains semantically and morphologically stable (e.g. always use the same word for a particular instruction).
-

▼ Facilitating learning by reducing the complexity of a given task

As well as exhibiting delays in various aspects of their development, students with intellectual impairments have important functional disabilities particularly with regard to memory, attention, and the ability to transfer and to generalize information. Cognitive development is incomplete and remains at the preoperational stage.

An intellectual impairment causes more or less marked limitations on the student's ability to **select** (reception), **process** (comprehension), **recall** (memory) and **use information** (transfer or generalization). Consequently, students with intellectual impairments encounter serious difficulties in their learning. However, their needs are not different from those of non-handicapped students. The difference resides in the need for suitable cognitive tasks that respect the characteristics of their cognitive functioning.

Our interventions must be adapted to their way of thinking and learning. Hence the need to adapt the work and to simplify the task in order to make learning accessible.

Thus, basic schemas become a sort of access ramp to the knowledge and behaviors that are essential to the development of autonomy and social integration of these students. Knowledge acquired in this way represents metacognition, that is, knowledge that is called up explicitly or implicitly and that enables the acquisition of further knowledge. For example, instead of waiting for a child to acquire in-depth knowledge of numbers (i.e. single or double-digit numbers) we can have him make up a complex number using a model and digit-to-digit correspondence.

Model

1 6 5 0

Making up the number using digit-to-digit correspondence

1 6 5 0

To reduce the complexity of tasks:

- Adapt work and materials.
 - Simplify tasks.
 - Use "basic knowledge" as a means to acquiring more knowledge.
 - Turn to peers as competent, available resources.
-

▼ Presenting the student with reasonable challenges

Most students with intellectual impairments have experienced failure at school. Failure is so familiar to these youngsters that they expect to fail at a task even before starting it. This expectation of failure is the end result of repeated failures and prompts students to set objectives below their level of performance. Zeaman and House (1963) have shown that after experiencing a series of failures, subjects with intellectual impairments were unable to accomplish a simple task of perceptual discrimination, a task which they had previously mastered.

In a problem-solving situation, this feeling of failure shows up as external dependence (externalism). Zigler (1966) describes the phenomenon as a situation where children reach the point of distrusting their own solutions to problems and of looking for behavioral guidelines in their immediate surroundings. Thus, students with intellectual impairments learn that, to increase their chances of success, they must rely on external resources in their physical and human environments rather than on their own cognitive abilities.

Although many factors influence motivation, experiencing success is probably the most powerful because of effects on the student's level of self-esteem and sense of worth. Hence the importance of:

- making sure that the student with an intellectual impairment experiences success at suitable tasks in order to counter feelings of failure;

- giving the student an opportunity to choose activities or material;
- adapting the environment so that the student may be placed in situations that ensure success;
- praising small successes;
- and constantly reevaluating the guidelines offered to gradually decrease dependence on external support.

Thus, a teacher must make sure that the activities and concepts proposed present the student with a reasonable challenge, one that is not too easy so as to prevent boredom and not too hard so as to maintain motivation.

To present the student with reasonable challenges:

- Have the child experience success to counter a sense of failure.
 - Give the student an opportunity to make choices with regards to activities or materials
 - Reinforce small triumphs.
 - Reduce dependency.
-

▼ Emphasizing visual stimulation

In a learning context, the senses, or sensory receptors, play a very important role, particularly in the area of perception. Knowledge passes first through the senses. Receptors may be visual, auditory, olfactory, kinesthetic or tactile.

The receptors represent, in a way, the basis on which the student is able to establish initial contact with a learning situation. It is through the senses that the student becomes conscious of the presence of stimuli in his or her environment and can later give them meaning, realize their importance and pay attention to them.

Although it would be advantageous to have all of the senses contribute in the learning process, some senses seem to be depended on more often than others because of their efficiency. Visual and auditory receptors fall into this category.

The student with an intellectual impairment learns largely through imitation. The ability to imitate stems from the fact that visual receptors are so predominant in collecting and processing information. The student with an intellectual impairment will rely more on visual stimuli than on other types of stimulus to recall information related to school work.

Consequently the teacher must take this particularity into consideration when he or she is planning and organizing learning activities. Amplifying stimulus cues by using contrasts (figure/background), enlargement and magnification, exaggerating movements in demonstrations, adapting the environment to make stimuli easier to see (hanging or placing stimuli in strategic places within the classroom) are, all concrete applications of this principle.

The same is true on a social level. A student who is placed in a regular environment with other young people of the same age will learn several social skills by observing and imitating the other students. It is thus advisable to offer the student daily opportunities for social adjustment in a "normal" setting.

The importance given to visual stimulation must not, however, lead us to underestimate the contribution of the other sensory receptors in learning.

To emphasize visual stimulation:

- Accentuate the characteristics of an object.
 - Modify the environment so as to facilitate the visualization of stimuli.
 - Offer daily opportunities for social adjustment.
-

▼ Attracting and retaining attention

Paying attention to presented stimuli is a condition necessary for responding to teaching. In order for students to be placed in a situation where they can perceive and react to stimuli, it is important not only to attract their attention but also to retain it for the length of time it takes to trigger their perceptive process.

Choosing meaningful and attractive material and presenting it in such a way as to emphasize visual stimulation will help to attract the attention of the student. Once attracted by the physical aspects of stimuli, the student is then in a position to receive from his or her teacher the information and instructions necessary to initiate a given task.

Left on his or her own, the student may be distracted by other stimuli and may not pay attention to the task at hand. Although one can attempt to control a certain number of non-relevant stimuli, it is virtually impossible to rid the physical and human environments of all but task-relevant stimuli which have a bearing on the student's perceptive abilities.

Certain elements of verbal expression can be used advantageously by the teacher to sustain the student's attention: using signal words (e.g. listen, look carefully, ready), varying the tone and delivery of one's voice, adding intensity to a verbal message through gestures and expression.

Retaining a student's attention is essential throughout a task and is achieved primarily through a teacher's guiding interventions. These interventions (described below) aim not only at supporting students in the learning process and at guiding them in their search for appropriate behaviors, but also at sustaining attention by redirecting it towards the various elements of the learning situation.

To attract and retain attention:

- Use meaningful and attractive materials.
 - Eliminate or control non-relevant stimuli.
 - Make use of certain elements of verbal expression.
-

▼ Offering guidance

The student who is learning something new is in a situation of cognitive conflict and is exposed to a problem-solving situation.

Within the context of new learning, new information disturbs prior knowledge and creates a certain imbalance with regards to the student's view and understanding of the environment, events and behaviors, in short, of the world.

In order to restore equilibrium, the student must start processing new information by using prior knowledge and by developing new strategies (procedural knowledge) in order to adjust to the new situation.

If this is true for all students, it is even more so for students with intellectual impairments, given the fact that they experience great difficulty in perceiving and processing information. Perceptual difficulties in new learning situations make it hard for them to identify cues that help them access prior

knowledge, which in turn enables them to process new information and thereby restore their cognitive equilibrium and their view of the world. The student needs to be guided through the process.

The form of support provided may differ, depending on the nature of the learning situation. Given the fact that imitation plays a major role in learning, the presentation of models along with verbal explanations is an effective way of teaching manual and physical skills. Thus, the teacher should carefully execute a complete sequence of actions, grouping together the separate elements of the routine according to a specific order. It is also important that the teacher not only demonstrate but also verbalize the sequence of actions presented to the student. When the student tries the exercise, the teacher should act as a guide by offering immediate feedback on the successful accomplishment of the actions and on the manner in which they are executed.

Guided learning with the use of models can take several forms:

- the teacher demonstrates a task physically while the student watches (modelling);
- the teacher guides the student using direct physical contact (guidance);
- the student observes other students as they accomplish a task (peer modelling);
- an illustration of the procedure shows the student what has to be done (visual support).

Contrary to manual and physical skills, cognitive activity is not directly observable. Only its result is observable; the sequence of mental operations implied within an activity and leading to the final result are not. In order to start processing information, the student must think and tell himself or herself how to proceed to attain a certain objective.

How then can a teacher help and guide a student in his or her cognitive task? How does a teacher encourage a student to engage in self-talk? How does one help a student to mentally represent the actions needed in a new situation? How does one help him or her to reflect? By acting as a mediator, by verbally modelling the cognitive strategies to be used in the accomplishment of a task. Verbal modelling consists in thinking out loud and making the mental operations that underlie an activity explicit and accessible to the student.

For mediation to be effective, the teacher must not simply tell the student what to do. He or she must also act out or demonstrate the actions to be taken. By acting as a model, the teacher accomplishes a task while at the same time commenting and putting into words his or her actions, decisions and thoughts, so that the student may observe and understand the different

steps involved in the task. The student is then asked to do the same. Verbal modelling can be carried out as often as necessary or until the student's attempts demonstrate some initial comprehension. The teacher can then switch from modelling to guided practice. He or she guides the action as well as the reflection of the student by offering information, advice and encouragement and by asking questions. The student can then assume more responsibility for accomplishing the task and becomes more and more active. Gradually, the student is able to use the necessary mental strategies independently and reproduce the actions that lead to mastery of the ability.

Interventions must be adjusted to take into account a student's prior knowledge, his or her level of autonomy in learning, his or her level of motivation and the difficulties inherent in a task.

To offer guidance:

- Offer models for imitation.
 - Support a student's actions and thinking, using mediation.
 - Adapt guiding and mediating interventions.
-

▼ Sustaining motivation

Motivation at school is essentially defined as a student's involvement, participation and persistence in completing a task.

Motivation is said to be intrinsic when an individual acts of his or her own accord in response to his or her own needs, interests or preferences. It is said to be extrinsic when it is caused by outside factors such as reinforcement, feedback or rewards.

A student will become motivated based on his or her experiences, successes and failures. If one can learn to be motivated, then motivation can be taught.

For the student with an intellectual impairment, motivation is very much based on external factors. Motivation, and therefore a student's ability to persevere and stay on task, are greatly dependent on the teacher's ability to notice and praise the student's slightest sign of progress.

Although success in itself is the greatest source of motivation and reinforcement, students still need to have their successes and progress confirmed. It is the teacher's responsibility to help a student construct his or

her motivation by giving constant reinforcement during the learning process. Feedback provided to confirm the correctness of a response, encouragement and praise must be part and parcel of teaching. The more encouragement and confirmation students receive, the more committed they will be to participate and to persist in finishing a task.

A word of encouragement, a wink or a smile are all easy and efficient ways of helping to instill and sustain motivation. They become all the more significant when accompanied by gestures or explanations that remind a student why he or she is being encouraged.

To sustain motivation:

- Emphasize progress and success.
 - Praise a student's efforts.
 - Offer constant encouragement (e.g. feedback, reinforcement, rewards).
 - Offer the student opportunities to do things like other children his or her age.
-

▼ **Facilitating learning retention by practicing autonomy through repeated exercises**

When a student begins to rely less on guided learning and assumes more and more responsibility and initiative in accomplishing a task, the teacher must gradually withdraw from the operational environment. As guidance decreases, the student's responsibility for accomplishing a task increases. In order to foster and sustain this sense of responsibility in the student, a teacher must create situations which allow for the autonomous practice of the activity.

Repeated practice helps to consolidate the learning of skill, concept or behavior. It also helps a student develop an ability to recognize the circumstances and conditions under which the desired behavior applies. The student is then called upon to exert conscious control over his or her own learning.

Consolidated learning rarely comes about after one learning session or one application of a skill. For learning to be consolidated and integrated into a student's repertoire of mastered skills, a teacher must plan situations which allow for the autonomous practice of an activity in time (high frequency) and in space (varied contexts).

Repeated autonomous practice has other functions. In addition to helping to consolidate learning, it helps the student to develop an ability to judge the circumstances and conditions under which a certain behavior may apply. The student is then called upon to exert conscious control over his or her learning.

Situations involving autonomous practice also enable a teacher to observe the effectiveness of strategies used by the student when responding to situations or overcoming obstacles. They also provide an opportunity for the teacher to identify the nature of the difficulties encountered and to offer necessary corrections or on-the-spot support. A return to guided practice might also prove to be necessary.

Before contemplating the possibility of generalizing or transferring a skill, the student must have demonstrated consolidated mastery of the skill in a situation of autonomous practice.

The autonomous practice of a skill or behavior has no other aim than to consolidate learning, to ensure its retention and stability over time and to foster its transferability.

To facilitate learning retention:

- Reduce support and guidance and encourage independence.
 - Intensify situations involving the autonomous practice of an activity (high frequency within a variety of contexts).
 - Consolidate the mastery of a cognitive or social skill.
-

▼ Planning for activities which facilitate transfer

The problem with transfer is that the student has a hard time using a new concept or skill in a situation that is different from the one he or she learned it in.

After making sure that new skills or concepts have been consolidated and mastered, the teacher must help the student transfer new knowledge to situations other than the ones in which the learning took place. A transfer of knowledge will take place insofar as it is brought about and directly assisted by the teacher.

For the student with an intellectual impairment, difficulties with the transfer or generalization of skills can be reduced if initial learning has taken place within contexts that are as close as possible to the ones in which the skills or concepts are naturally used. Similarities between contexts of learning and application will facilitate the discovery of cues and conditions common to situations where a transfer of learning is necessary. It is then also easier for the teacher to make the conditions of transfer explicit, or to have the student recognize that in both contexts the same knowledge, behaviors or skills are called for.

In presenting a variety of contexts, a teacher can help a student decontextualize knowledge and realize that what is learned is not particular to a specific situation. Since the number and variety of learning situations play a crucial role in the transfer of skills and knowledge, close collaboration with parents is recommended.

To plan activities which facilitate the transfer of skills:

- Choose contexts which are as close as possible to ones in which the student will use the skills and knowledge learned.
 - Make the conditions of transfer explicit.
 - Decontextualize knowledge.
 - Work in close collaboration with parents to ensure the application of learning in daily contexts.
-

Basis for educational practices: a summary

To consider learning as an active process:

- Facilitate student experimentation and discovery.
 - Encourage students to take charge.
 - Guide students discretely during trial sessions.
 - Encourage active group participation.
-

To make learning activities meaningful:

- Aim for essential objectives.
 - Suggest meaningful tasks which have useful, practical and immediate consequences.
 - Use new skills in real contexts.
 - Let the student know what results are expected of him or her and why learning a particular skill is useful.
-

To recognize the importance of prior knowledge in learning:

- Take prior knowledge into account when planning something new.
 - Offer information that will help the child access prior knowledge.
 - Make sure information remains semantically (meaning) and morphologically (form) stable (e.g. always use the same word for a particular instruction).
-

To reduce the complexity of tasks:

- Adapt work and materials.
 - Simplify tasks.
 - Use "basic knowledge" as a means to acquiring more knowledge.
 - Turn to peers as competent, available resources.
-

To present the student with reasonable challenges:

- Have the child experience success to counter a sense of failure.
 - Give the student an opportunity to make choices with regards to activities or materials.
 - Reinforce small triumphs.
 - Reduce dependency.
-

Basis for educational practices: a summary (cont.)

To emphasize visual stimulation:

- Accentuate the characteristics of an object.
 - Modify the environment so as to facilitate the visualization of stimuli.
 - Offer daily opportunities for social adjustment.
-

To attract and retain attention:

- Use meaningful and attractive materials.
 - Eliminate or control non-relevant stimuli.
 - Make use of certain elements of verbal expression.
-

To offer guidance:

- Offer models for imitation.
 - Support a student's actions and thinking, using mediation.
 - Adapt guiding and mediating interventions.
-

To sustain motivation:

- Emphasize progress and success.
 - Praise a student's efforts.
 - Offer constant encouragement (e.g. feedback, reinforcement, rewards).
 - Give the student opportunities to do things like other children his/her age.
-

To facilitate learning retention:

- Reduce support and guidance and encourage independence.
 - Intensify situations involving the autonomous practice of an activity (high frequency within a variety of contexts).
 - Consolidate the mastery of a cognitive or social skill.
-

To plan activities which facilitate the transfer of skills:

- Choose contexts which are as close as possible to ones in which the student will use the skills or knowledge learned.
 - Make the conditions of transfer explicit.
 - Work in close collaboration with parents.
 - Decontextualize knowledge.
-

Part Two

The Adapted Preschool Program

Overview

- 2.1** To develop self-awareness
- 2.2** To learn to develop relationships with others
- 2.3** To learn to interact with one's surroundings

Part Two _____

Overview

The adapted preschool program contains a selection of objectives which are essential for the development of students with intellectual impairments and which are taken mainly from the official general curriculum. It also contains suggestions of activities and materials that can help students attain these essential objectives.

The adapted preschool program is based on the general and terminal objectives of the regular curriculum established by the MEQ in 1981. However, the intermediate objectives differ in that they are less numerous and center on the needs of students with intellectual impairments.

Examples of activities and strategies are given for each area of teacher involvement. Objectives are presented in the context of a preschool class. Indications concerning the objectives, goals, necessary materials and special strategies to be used within this context are also provided.

This collection of activities and strategies is not exhaustive, nor does it provide magic solutions. The study and functional analysis of particular situations will enable individuals to choose interventions suitable for students with particular needs.

*Outline of **Part Two***

- 2.1 To develop self-awareness
- 2.2 To learn to develop relationships with others
- 2.3 To learn to interact with one's surroundings

2.1 To develop self-awareness

Objective of the regular program

The primary goal of self-awareness is to help children become aware of their feelings, their needs, and then to be able to act upon this knowledge accordingly. Thus children may learn to meet their own needs through the decisions they make as well as through the actions they take.

Essential objective of the adapted program

For the child with an intellectual impairment, identifying one's own needs is the essential objective.

Comments

The learning context must remain concrete and meaningful. It is in frequent and repeated daily situations that interventions will have the greatest impact .

Language plays a key role in learning. Thus, beyond the targeted objectives, developing communication, including comprehension, expression and language use, will be central to all interventions.

Suggested approach

It is important that the student be placed in situations that trigger reactions conducive to the development of necessary behaviors. With this approach, several objectives may be worked on at the same time.

The following pages contain a description of each objective with suggestions as to when the objectives should be introduced. They are only suggestions, and some adjustment may be necessary to meet the needs of the class and of the student.

TO DEVELOP SELF-AWARENESS

Terminal and intermediate objectives

REGULAR PROGRAM	ADAPTED PROGRAM
<p>TO KNOW To discover his/her body, perceptions, feelings and thoughts</p> <ul style="list-style-type: none"> - To distinguish his/her body from the objects and people around it - To recognize the different parts of his/her body - To recognize the characteristics, properties, and limitations of his/her body and its parts - To identify his/her tastes and what is agreeable to him/her - To be aware of his/her sensations and feelings - To accept these sensations and feelings - To recognize his/her needs <p>TO ACT To learn to meet his/her own needs</p> <ul style="list-style-type: none"> - To be aware of and to explore his/her own resources - To express what he/she feels and wants - To proceed by trial and error - To use his/her own abilities - To acknowledge his/her limitations - To express what he/she knows of himself/herself 	<p>TO KNOW To discover his/her body, perceptions, feelings and thoughts</p> <ol style="list-style-type: none"> 1. To be aware of his/her own needs <ol style="list-style-type: none"> 1.1 To become self-sufficient in meeting his/her basic needs <p>TO ACT To learn to meet his/her own needs</p> <ol style="list-style-type: none"> 2. To express what he/she needs and feels in a variety of situations <ol style="list-style-type: none"> 2.1 To be aware of his/her sensations and feelings 2.2 To identify his/her tastes and what is agreeable to him/her 2.3 To express what he/she feels and wants 3. To develop ease with his/her physical movements and activities <ol style="list-style-type: none"> 3.1 To recognize the different parts of his/her body 3.2 To be at ease with his/her movements 3.3 To move autonomously within his/her environment 4. To use his/her own abilities

Preschool Program

Terminal Objective: To discover his/her body, perceptions, feelings and thoughts

Area:

To develop self-awareness

Intermediate objective:
1. To recognize his/her own needs

See report card indicator #1

Legend for the adapted program
A awareness
D systematic development
C consolidation

Term

Plan S.B.	Obj.	Indicators	Term			
			1	2	3	4
	1.1	To become self-sufficient in meeting his/her basic needs	D	D		
		In this context, basic needs refer to the development of self-sufficiency in such areas as hygiene, cleanliness, eating. They must always be placed within a real, concrete context. The aim is to have the child express his/her needs (see objective 2).				
		- washes hands after an activity				
		- knows when he/she needs to go to the bathroom and communicates it				
		- goes to the bathroom on his/her own (e.g. opens door, flushes)				
		- pulls his/her pants and underwear up or down in the appropriate place				
		- uses tissue paper				
		- knows when and where to get his/her snack				
		- opens his/her lunch box and eats his/her snack with a minimum of help				

Work together with the parents in order to facilitate the attainment of the objectives. Encourage the use of flexible clothing such as jogging suits and of food that does not require too much handling, such as oranges.

Preschool Program

Terminal Objective: To learn to meet his/her own needs

Area:

To develop self-awareness

Intermediate objective:
2. To express what he/she needs and feels in a variety of situations

See report card indicator #4

Legend for the adapted program

A awareness
D systematic development
C consolidation

Plan S.B.	Obj.	Indicators	Term			
			1	2	3	4
	2.1	To be aware of his/her sensations and feelings	A	D	D	
<p>In order to be in control of his/her actions, the student must be aware of his /her feelings. In the beginning, it is suggested that the student be encouraged to communicate his/her feelings and emotions in any way possible, then little by little the student's manner of communication may be modified with guidance (see 2.3).</p>						
	2.2	To identify his/her tastes and what is agreeable to him/her	A	A	D	D
<p>The child is able to identify verbally or non verbally what he/she likes or dislikes.(e.g. a favorite game, a best friend, favorite food). It is to be noted that these activities take place in concrete contexts. Interventions will be based on the child's level of language development and communication. One must make sure that the child comprehends a given message.</p>						
	2.3	To express what he/she feels and wants	A	A	D	D
<p>Interventions are based on a child's level of language development and communication. The ability to produce a message is emphasized.</p>						

Preschool Program

Terminal Objective: To learn to meet his/her own needs

Area:
To develop self-awareness

Intermediate objective:
3. To develop ease in his/her physical movements and activities
See report card indicators #2 and #3

Legend for the adapted program
A awareness
D systematic development
C consolidation

Plan S.B.	Obj.	Indicators	Term			
			1	2	3	4
	3.1	To recognize the different parts of his/her body	A	A	D	
In the activities aimed at the attainment of this objective, emphasis will be placed on functional self-sufficiency as it relates to dressing and undressing. The activities will take place whenever the opportunity arises (Where is your arm? Put it in the sleeve... The hat goes on your head..). Here the child is encouraged to become conscious of his/her body.						
	3.2	To be at ease with his/her movements			D	D
Objectives relating to locomotion, movement and manipulation will be emphasized (see the physical education program).						
		- Gets dressed and undressed with a minimum of help				
		- Goes up and down stairs				
	3.3	To move about autonomously within his/her environment	A		D	
		- Explores his/her environment				
		- Is able to orient himself/herself when moving around the yard, towards the bus, to the principal's or secretary's office				

Preschool Program

Terminal Objective: To learn to meet his/her own needs

Area:

To develop self-awareness

Intermediate objective:
4. To use his/her own abilities

See report card indicator #1

Legend for the adapted program
A awareness
D systematic development
C consolidation

Term

Plan S.B.	Obj.	Indicators	1	2	3	4
	4	To use his/her own abilities		A	A	D
<p>To make choices within the context of suggested activities. The teacher must not do things for the child but rather support him/her in what he/she is capable of doing. Certain behavior modification techniques may be useful.</p> <p>Students may practice using their abilities by making choices in matters related to motor development, interpersonal relations, and when choosing activities (see time management).</p>						

EXAMPLES OF ACTIVITIES

Preschool

<p>Area: To develop self-awareness</p>	<p>Int.Obj. 1.1 To recognize his/her needs</p>
<p>CONTEXT <u>Snack Time:</u> Preparation (Hygiene)</p> <p>During snack time, define the child's space by using a placemat.</p> <p>The child must wash his/her hands before starting:</p> <p>Encourage the child to open the faucet and to use paper towels.</p> <p>Have the child look at his/her face in the mirror.</p> <p>It is necessary to show the child that cleanliness is important (rewards such as a hug may be given as reinforcement).</p> <p>SPECIAL STRATEGIES Always explain out loud the different actions and information that you wish the child to understand. A teacher may ask: "Is it your head or your hand that is in control?"</p> <p>This may foster within a child the development of a will to act and an awareness of his/her own physical actions.</p>	<p>AIM To develop a sense of satisfaction in being clean. (cleanliness, hygiene)</p> <p>MATERIAL Cloth placemat (cloth is more absorbant should problems arise)</p> <p>Paper towels easily accessible to the child</p> <p>A mirror</p> <p>REFERENCE (relationship to other objectives)</p> <p>To identify his/her tastes</p> <p>To identify what is agreeable to him/her</p>

COMMENTS

It is necessary to be very structured with the child. Parent collaboration is important in order to facilitate the generalization of behaviors at home and at school.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area: To develop self-awareness</p>	<p>Int.Obj. 2.1 To be aware of his/her sensations and feelings</p>
<p>CONTEXT <u>Morning arrival:</u> happiness and anger</p> <p>Possible scenario: The child throws himself/herself onto the educator as a greeting and as a way to express his/her happiness. The educator then immediately labels these actions saying: "You are HAPPY aren't you! Yes, I am HAPPY to see you too!" (Happy = hug, exclamation, smile) Later the educator may say: "That's enough now, go and take your coat off" If the child refuses the educator may say: "I am ANGRY now. I will be HAPPY when you take your coat off." or "Look at the others. They have taken their coats off and are all sitting down. Look, Martin is sitting, Simon is sitting, Karen is sitting..." " Are you ANGRY? I am ANGRY too, because you are not sitting like the other children." The educator must always express her or his own emotions and verbally label the child's emotions. Picture cards may help support verbalizations.</p> <p>VARIATION Introduce other emotions within meaningful situations using picture cards.</p> <p>SPECIAL STRATEGIES The educator must continuously verbalize, sometimes reformulating a statement by using the appropriate word for each action, emotion or situation. This is equivalent to putting written labels (pre-reading) on objects and corners in the classroom.</p>	<p>AIM To identify an emotion according to a given situation</p> <p>MATERIAL Picture cards (e.g.: cards with a happy face, an angry face)</p> <p>REFERENCE (relationship to other objectives)</p> <p>To recognize the different parts of his/her body</p> <p>To express what he/she feels</p> <p>To respect group rules</p>

COMMENTS

A teacher's actions may help the child to become increasingly aware that a feeling is not a vague or nebulous thing but something specific.

This helps prevent the child from attributing to others that which emanates from himself/herself.

The child also feels secure because rights are asserted, because nothing he or she does will surprise or shock the teacher, because the teacher is able to understand and name things.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area: To develop self-awareness</p>	<p>Int.Obj. 2.2 To identify his/her tastes</p>
<p>CONTEXT <u>Kitchen corner</u></p> <p>This is a very accessible area where many exchanges take place. Daily check: objects must all be safe (e.g. no little glass bottles, no chipped mirrors, no cords). Material is diversified and may have different uses.*</p> <p>Places for things are clearly identified (e.g. drawers for utensils, sections for plates, cups, clothes corner for dress-up). Thus, classifications are possible.</p> <p>The child is then given the opportunity to:</p> <ul style="list-style-type: none"> - choose - communicate verbally or non verbally - see himself/herself in a role or a combination of roles (e.g. daddy, bus driver, babysitter) - negotiate (e.g. "I'll lend you the bus driver's hat if you give me the doctor's kit") - enrich his/her participation - direct the game <p>SPECIAL STRATEGIES Be attentive to the choices that the child makes, identify his/her choices and verbalize them for the child, this will facilitate interaction and identification.</p>	<p>AIM To develop the ability to choose activities according to his/her tastes and preferences</p> <p>MATERIAL</p> <ul style="list-style-type: none"> - A dozen ties, a bus driver's cap, ballroom gloves with lots of little buttons, etc. - Objects for role playing - Objects for counting - Objects that help instill a sense of responsibility, develop reasoning abilities (e.g. empty cleaning bottles with safety symbols) <p>REFERENCE (relationship to other objectives)</p> <ul style="list-style-type: none"> - Introduction to reading and writing skills and to mathematical concepts such as counting and classification; - Desexualization of roles; - Language and communication

COMMENTS

All these activities and exchanges with others serve to evaluate his/her own abilities and reality.

* Although many objects do not have specific uses (e.g. tokens, paper money, stackable containers) they should all be made of durable, attractive, high-quality materials and allow for enriching experiences. The "food" corner should be attractive and familiar, and contain plastic elements.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area: To develop self-awareness</p>	<p>Int.Obj. 2.2 To identify what is agreeable to him/her</p>
<p>CONTEXT <u>Drawing activity:</u> Free subject</p> <p>The student is asked to draw "a pretty picture". In September, at the very beginning of the school year, the child must choose appropriate drawing tools. In order to do so, the teacher may ask the child to lay his/her hand on the table and to find a tool that is most like his/her fingers. E.g. when showing the child various drawing tools and placing them next to the child's fingers, ask: "Is this the same?" Do so, until the child realizes that the tool most suited to his/her needs is the one most like his/her fingers.</p>	<p>AIM To choose a tool most suited to his/her needs</p> <p>MATERIAL</p> <ul style="list-style-type: none"> - Pencils and coloring pencils - Wax crayons (fat and thin types) - Oil pastels, cut or broken in half - Charcoal (pencils) <p>REFERENCE (relationship to other objectives)</p> <p>To recognize the different parts of his/her body</p>

COMMENTS

The child will not unnecessarily break pastels or charcoal (as they have already been cut up) and will be prevented from experiencing failure.

Through such an activity, the child will also learn to compare and to understand the concept of "big" and "small".

The teacher should gently caress the child's hands and fingers.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area: To develop self-awareness</p>	<p>Int.Obj. 2.3 To express what he/she feels or wants</p>
<p>CONTEXT <u>Shopping game:</u></p> <p>Conduct this activity during Nutrition Month (March) or towards the end of the school year.</p> <p>Preparations are made for a class visit to a grocery store. After the visit, the following type of discussion might take place:</p> <p>"Do any of you go shopping with Mom, Dad or Grandma?"</p> <p>"What do you like best at the grocery store?"</p> <p>"Did you notice any writing anywhere? Where?" (Posters, Exit and Enter signs, Emergency, advertisements in the windows, signs in the aisles, signs for specials, signs on the cash registers)</p> <p>"Have you ever played "Store"?"</p> <p>The children draw what they liked best.</p> <p>A store center is created in the classroom with the cooperation of parents who send in clean empty containers. The children cut out pictures of foods and classify them by type (just like in a store) on large pieces of paper. <u>All</u> children participate.</p> <p>SPECIAL STRATEGIES Have in the classroom real advertising posters from the store. Encourage the child to make associations.</p>	<p>AIM To make choices To ask for things</p> <p>MATERIAL Advertising flyers Drawing paper Advertising posters Containers Word cards or labels (e.g. Enter, Exit, Emergency)</p> <p>REFERENCE (relationship to other objectives)</p> <p>Language and communication</p> <p>To compare (same and different)</p> <p>To give information</p> <p>To develop an awareness of written language</p>

COMMENTS

The educational activities related to the food groups of the Canada Food Guide are just too numerous to mention. However, role playing with dolls and games related to the grocery store are two examples of popular preschool activities.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area: To develop self-awareness</p>	<p>Int.Obj. 2.3 To express what he/she feels or wants</p>
<p>CONTEXT <u>Shopping game:</u> (Cont.)</p> <p>The teacher plays the role of a shopper and asks for some juice: "Hello, I would like some juice for my baby please." She then hands the "grocer" a word card for juice. The child then compares food labels on various items in the "Store", finds one that matches the word card, hands the correct item to the shopper and is paid accordingly.</p> <p>One or two more items may be asked for (e.g. using word cards for meat, cereal, or fruit).</p> <p>Eventually the teacher may simply hand a shopping list to the grocer without actually asking for the particular items. The child may then be able to compare (read) the words on the list with the labels on the items.</p> <p>The role of shopper may be played at any time by a child.</p> <p>SPECIAL STRATEGIES When students are learning how to pay, a prudent payment strategy will be used as described in the activity dealing with money management (See: Area: To learn to interact with one's surroundings, Terminal Objective 6, Intermediate Objective 11).</p>	<p>AIM See previous page.</p> <p>MATERIAL Word cards or labels (e.g. cereal, meat, fruit, bread, juice, canned food)</p> <p>REFERENCE (relationship to other objectives) See previous page.</p>

COMMENTS

Writing must always be in the same lower case script in order to retain morphological stability and to help the child build from prior knowledge.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area: To develop self-awareness</p>	<p>Int.Obj. 3.1 To recognize the different parts of his/her body</p>
<p>CONTEXT <u>Hospital game</u></p> <p>A child may have hurt himself/herself or sitting on a table, the child says where it hurts.</p> <p>A Band-Aid or an elastic band may be placed where it hurts.</p> <p>VARIATION To consolidate learning and to help with generalization, the activity may be performed on a doll.</p> <p>SPECIAL STRATEGIES Touch the part of the body in question while naming it. Verbalize in full sentences: "Where does it hurt? On your knee? (touching it). Knee."</p>	<p>AIMS To recognize body parts in context.</p> <p>To feel his/her body in order to discover his/her personal space.</p> <p>MATERIAL Bandage, elastic band</p> <p>REFERENCE (relationship to other objectives)</p> <p>To recognize his/her needs; To express what he/she feels and wants; To be able to seek help</p>

COMMENTS

Parts of the body which are easy to identify are the feet, the knees, the hands, the stomach, the head. A bandage or elastic band creates a kinesthetic impression which reinforces the words that are being used.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area: To develop self-awareness</p>	<p>Int.Obj. 3.2 To be at ease with his/her movements</p>
<p>CONTEXT <u>Following a given path</u></p> <p>Santa has dropped a toy, the fisherman has dropped a fish or a child has forgotten a toy in the sand box. Whatever the setting, the child is asked to help bring something somewhere along a given path or "obstacle course" in the classroom.</p> <p>SPECIAL STRATEGIES To simplify the task, the teacher may stick paper footprints on the floor so that the path is easy to follow (for fun, vary the color of the footprints; e.g. white, if you are dealing with snow, beige, if you are dealing with sand).</p> <p>The child must then follow the footprints without bumping into tables, easels, chairs, games, and so on. The child should not let himself/herself be distracted by the other children.</p> <p>The path to be followed may become gradually more complicated.</p> <p>An obstacle may be added so that the child has to reposition himself/herself and continue the game.</p>	<p>AIM To develop concentration, visual memory and motor skills.</p> <p>MATERIAL Construction paper: white and beige sheets.</p> <p>REFERENCE (relationship to other objectives) To use his/her own abilities</p>

COMMENTS

EXAMPLES OF ACTIVITIES

Preschool

<p>Area: To develop self-awareness</p>	<p>Int.Obj. 3.2 To be at ease with his/her movements</p>
<p>CONTEXT <u>Finding one's place in the classroom</u></p> <p>In this game, a teacher might say:</p> <p>"Hello...(name of child)! Come and choose your place.</p> <p>Everybody has a place in the classroom. You have a place too.<i>(movement and choice)</i></p> <p>You may choose a place of your very own...Where is it? Good, now you may sit down at your place. You cannot change your place." <i>(stability)</i></p> <p>After a while, the teacher invites all the children to come and gather around her/him.</p> <p>She/he may use a musical instrument (little bells, triangle) with a soft sound because the aim of this exercise is also about learning to move around the classroom quietly.</p> <p>At the sound of the instrument, the children get up, walk around and then calmly find their places again without getting excited and without pushing. Every child must find his or her own proper place.</p> <p>SPECIAL STRATEGIES Point out visual references to help the child find and recognize his/her place.</p>	<p>AIM To recognize a certain physical environment and to move around in it</p> <p>MATERIAL Soft sounding musical instrument</p> <p>REFERENCE (relationship to other objectives)</p> <p>The following basic concepts are being developed:</p> <ul style="list-style-type: none"> - To have one's own space - To locate this space - To situate oneself in relation to this space.

COMMENTS

Later on, the child will be able to situate himself/herself in a smaller environment.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area: To develop self-awareness</p>	<p>Int.Obj. 4 To use his/her own abilities</p>
<p>CONTEXT <u>Being a messenger within the school</u></p> <p>"The mail carrier" with his/her mail bag takes messages to the principal, the secretary, the nurse or takes absence slips to the office.</p> <p>Use an old purse or bag with a shoulder strap (it is important that the bag be slung across the shoulder to prevent it from swinging about, falling or hitting a wall or another child inadvertently).</p> <p>In this type of activity, the child may learn to:</p> <ul style="list-style-type: none"> - coordinate his/her actions, according to certain information - respect school rules (e.g. no running or yelling in the halls, no frequent stops at the water fountains, no entering other classrooms) - explain his/her task verbally (should an adult or child speak to him/her) - develop his/her visual memory - return immediately to his/her classroom once the message has been delivered, as calmly as when he/she left (which is always harder to do). <p>SPECIAL STRATEGIES Accompany the child and show him or her the appropriate behaviors to have by explaining them in words.</p>	<p>AIM To assume responsibility</p> <p>MATERIAL If no appropriate bag is available, make one out of Styrofoam or cardboard plates.</p> <p>Have a little pocket on the outside of the bag so that the name tag of the child may be inserted and remain visible.</p> <p>REFERENCE (relationship to other objectives)</p> <p>To follow group rules</p> <p>To be able to seek help</p> <p>To express meaningful information</p>

COMMENTS

2.2 To learn to develop relationships with others

Objective of the regular program

The aim of this area of teacher involvement is to help children interact with peers and the adults in their environment. These interactions must be satisfying to both the child and the others involved. The aim is to become sensitive to others, to be aware of one's own space and then to develop skills to establish relationships with others.

Essential objective of the adapted program

For the child with an intellectual impairment, a major concern is learning the behaviors that will promote his or her social integration in the regular class.

The development of self-esteem and self-confidence, which positive social interactions may foster, will also be given special consideration.

Comments

Preschool teachers need to adjust their teaching in order to promote the development of those behaviors that are deemed essential for the child within his or her daily school environment. They will most likely have to modify the physical organization of the classroom, understand the child's reactions, become tolerant of differences and be flexible and open when faced with diversity.

The aim is to help foster a sense of belonging and bring about a change in attitude not only in the child being integrated but in her or his peers and in the adults involved as well. Various behavior modification techniques may prove effective.

The activity section contains suggestions of methods for attaining the desired behaviors within a given milieu.

The learning context must remain concrete and meaningful. It is in frequent and repeated daily situations that interventions will have the greatest impact.

The goal of this type of teacher involvement is to promote the long-term development of attitudes and behaviors that are necessary for a person to function in a group. Doré and Brunet (1993) have shown that a group is able to successfully integrate all its members to the extent that it demonstrates cohesion, inclusion, cooperation and democratic values such as tolerance, openness and flexibility.

Suggested approach

Students should be placed in situations that trigger reactions conducive to the development of behaviors necessary for positive group dynamics to occur. It is here that classroom management techniques and the values to be instilled in children become especially important.

The following pages contains a description of each objective and suggestions as to when each objective should be introduced. As these are only suggestions, bear in mind that certain modifications may be required to meet the particular needs of the class and the student.

TO LEARN TO DEVELOP RELATIONSHIPS WITH OTHERS

Terminal and intermediate objectives

REGULAR PROGRAM	ADAPTED PROGRAM
<p>TO KNOW To develop social and cultural awareness</p> <ul style="list-style-type: none"> - To observe the characteristics of others - To make deductions on the basis of physical characteristics observed - To observe the social and emotional characteristics of other people - To compare characteristics of others with his/her own <p>TO ACT To become skilled at developing relationships with others</p> <ul style="list-style-type: none"> - To distinguish between his/her reality and that of others - To learn to recognize indications of others' needs - To consider his/her own needs while respecting those of others - To learn to abide by group rules - To be able to understand the reasons for rules - To be able to recognize the effects of his/her actions on others - To be able to identify the advantages and restrictions of group life - To be able to cooperate - To give himself/herself a role or accept one in a group - To be able to give way or oppose - To be able to seek out adults or peers as resources 	<p>TO ACT To become skilled at developing relationships with others</p> <ul style="list-style-type: none"> 5. To abide by group rules <ul style="list-style-type: none"> 5.1 To participate in class activities 5.2 To follow basic class rules 6. To accept others and to react positively to the advances of other children <ul style="list-style-type: none"> 6.1 To distinguish between his/her reality and that of others 6.2 To accept the presence of other children 6.3 To be able to seek out adults or peers as resources

Preschool Program

Terminal Objective: To become skilled at developing relationships with others

Area:

To learn to develop relationships with others

Intermediate objective:

5. To abide by group rules

See report card indicators #5 and #6

Legend for the adapted program

- A** awareness
- D** systematic development
- C** consolidation

Term

Plan S.B.	Obj.	Indicators	Term			
			1	2	3	4
	5.1	To participate in class activities	D	D	D	D
<p>By participating fully in all classroom activities, the student will learn to develop appropriate attitudes and behaviors towards the other children.</p> <p>It is important to sensitize the other children so that they may contribute to making the child with special needs feel welcome.</p>						
	5.2	To follow basic class rules	A	D	D	C
<p>Here, the aim is to promote the development of appropriate behaviors for group participation that will also be useful in the long run, when considering future integration into other regular classes.</p>						
		- To become aware of the main rules of a group (snack time, arrival and departure times, how to behave in the halls, etc.)				
		- To understand and to follow rules at the appropriate times				
		- To listen to another person when he or she is speaking				
		- To wait his or her turn (to go to the bathroom, to speak, to drink, to choose a place, etc.)				

Preschool Program

Terminal Objective: To become skilled at developing relationships with others

Area:

To learn to develop relationships with others

Intermediate objective:
6. To accept others and to react positively to the advances of other children

See report card indicator #7

Legend for the adapted program

A awareness
D systematic development
C consolidation

Term

Plan S.B.	Obj.	Indicators	1	2	3	4
	6.1	To distinguish between his/her reality and that of others	A	A		D
		The aim is to encourage the child to open up to an adult other than a parent or significant other. A relationship of trust in the adult should gradually develop, enabling the student to develop self-confidence and assertiveness.				
	6.2	To accept the presence of other children	A			D
		It is suggested that you begin by modifying the attitudes of the other children, by encouraging tolerance, an openness to diversity, and flexibility. Then, help the child in question respond positively to the other children's requests for interaction. It is often easier initially for the other children to ask the child to come and play with them and for him or her to respond positively, than the other way around.				
	6.3	To be able to seek out adults or peers as resources		A	A	D
		To be able to seek help within his/her immediate environment and from the other students (and to understand the non-verbal signs of the other children). E.g. To go and get paper towels when milk or paint has been spilt. Inhibited behavior will have to be rapidly modified in order to facilitate the child's social integration into a regular class. It is advisable to make the child "active" whenever he/she finds himself/herself in a passive state. Even if one is attempting to do something which is beyond the scope of a kindergarten class, it is important to find incentives that will help the child acquire the skills essential for the development of autonomy in general. It is important to set up an efficient communication system.				

EXAMPLES OF ACTIVITIES

Preschool

<p>Area: To learn to develop relationships with others</p>	<p>Int.Obj. 5.2 To follow basic class rules</p>
<p>CONTEXT <u>"Peace Corner"</u></p> <p>It is suggested that a "Peace Corner" be created and gradually built up from September to February approximately.</p> <p>In this corner, the children are to be calmly reminded of class rules, acceptable classroom behaviors, the consequences of undesirable behaviors, etc.</p> <p>In order to build this corner, it is suggested that behaviors and rules be discussed and verbalized first. E.g. "A good teacher is someone who... Smiles often? Gives stickers? Can read stories to you?" "A student who behaves well is someone who...Puts away toys?...Helps people?"...etc</p> <p>Later, rules may be presented, one or two at a time. Each rule is illustrated on a card or a poster to be hung in the Peace Corner. E.g. - <i>Talk quietly</i> - <i>Listen to instructions</i> - <i>Wait your turn to speak</i> - <i>Put things away</i> - <i>Say how you feel</i></p> <p>The rules and posters must be frequently made reference to. Rule cards are to be handled by the children.</p> <p>The negative consequences of breaking class rules must be discussed: E.g. - <i>Get a warning</i> - <i>Go to the Peace Corner to think (isolation)</i> - <i>Find the appropriate rule card and bring it to the teacher</i> - <i>Draw the appropriate behavior</i></p> <p>The positive consequences of abiding by the rules must also be made clear (choose meaningful rewards): E.g. - <i>Assume extra responsibilities</i> - <i>Bring a special book home to read</i> - <i>Get a hug and /or verbal praise</i></p> <p>SPECIAL STRATEGIES See the following activity sheet</p>	<p>AIM To foster the development of appropriate behaviours that promote positive group interaction</p> <p>MATERIAL Cards and posters that illustrate rules and instructions</p> <p>REFERENCE (relationship to other objectives)</p> <p>COMMENTS</p> <p>In this way, discipline is not so much imposed as it is developed cooperatively. The child with special needs may not not understand the gradual development of class rules but he/she will enjoy being shown and handling the cards and will tend to reproduce the depicted behaviors.</p> <p>Adapted from the approach of Jacqueline Caron: <i>Intervention en gestion de classe.</i></p>

EXAMPLES OF ACTIVITIES

Preschool

<p>Area:To learn to develop relationships with others</p>	<p>Int.Obj. 5.2 To follow basic class rules</p>
<p>CONTEXT When a child arrives in preschool, it is necessary to develop group rules in order to help each child function and learn in the healthiest environment possible. A child with an intellectual impairment demonstrates certain behaviors in the classroom situation and must learn other ones that will help him/her develop to his/her fullest potential and will ensure successful integration. The child with special needs must abide by the same rules as other children. This is one of the conditions for successful integration. Questions to ask are: What behaviors are to be retained for the whole group? How does one teach these behaviors to the child in question? In answer to the second question, the multidisciplinary team should determine, when developing an intervention plan, exactly where the child stands in relation to the desired behavior and those he/she demonstrates. Strategies will then be found depending on the situation. As for behaviors to be retained for the whole group, we propose the following steps:</p>	<p>AIM Choose the behaviors to be worked on with the child. Make sure they are valid in the long term and facilitate his/her integration into a regular class.</p> <p>MATERIAL A list of school and class rules Cards which illustrate each rule as concretely as possible. Peace Corner</p> <p>REFERENCE (relationship to other objectives)</p>

SPECIAL STRATEGIES

- I. Gather information: (Teacher, educator)
 1. Get to know the child, observe his/her actions and behaviors.
 2. Agree with parents on behaviors which the child demonstrates.

- II. Choose appropriate behaviors: (Team of teachers and professionals)
 3. List all class rules.
 4. Determine which ones are essential for you as an individual.
 5. Determine which ones first cycle elementary teachers agree on.
 6. Determine which behaviors are essential for successful integration into the next grade.

- III. Instill desired behaviors: (Support committee, principal, teacher, parents, non-teaching professionals)
 7. Compare desired behaviors with the ones being demonstrated.
 8. Develop strategies by introducing one behavior at a time with the approval of the parents and the child.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area:To learn to develop relationships with others</p>	<p>Int.Obj. 6.1 To distinguish between his/her reality and those of others</p>
<p>CONTEXT <u>Sorting the laundry game:</u></p> <p>From a pile of clothing belonging to three or four children, the child must find which items belong to him/her and, if possible, which ones belong to the other children. A simulated context of doing the laundry may be created using a large laundry basket, a clothes line, etc.</p> <p>SPECIAL STRATEGIES Use photos to identify pieces of clothing.</p> <p>At first, choose classmates that the child is particularly familiar with.</p> <p>The educator may hand each item to the child who must then place them calmly, one at a time, in the appropriate pile or set.</p> <p>Other children may be asked to help.</p>	<p>AIM To sort and classify personal belongings into appropriate sets. (Mine/yours)</p> <p>MATERIAL Big laundry basket</p> <p>Items of clothing belonging to 3 or 4 children, including the child with special needs.</p> <p>Rope or hoola hoops to delineate the sets</p> <p>REFERENCE (relationship to other objectives)</p> <p>To seek help</p> <p>To identify similarities and differences</p> <p>Numeracy</p>

COMMENTS

Objects other than clothing may also be used.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area:To learn to develop relationships with others</p>	<p>Int.Obj. 6.3 To seek help</p>
<p>CONTEXT See the activity sheet on creating a "Peace Corner" in which appropriate tasks and the responsibilities of adults and children have been well defined.</p> <p>The photographs of other significant school personnel may also be pasted on large pieces of cardboard along with a description of what they do.</p> <p>SPECIAL STRATEGIES Have the child handle the cards and read the sentences to them often.</p>	<p>AIM To be able to use adults or peers as resources</p> <p>MATERIAL Cards depicting school personel with their photo and a short sentence describing their major responsibility.</p> <p>E.g. Louise is the secretary. <input type="checkbox"/> Mary is the nurse. <input type="checkbox"/></p> <p>REFERENCE (relationship to other objectives)</p> <p>- To use his/her own abilities (When the child is asked to run an errand, the teacher may use the cards with photos to help him or her).</p>

COMMENTS

When making up the cards, add meaningful pictograms. E.g. For the principal, a desk, a telephone, a book; for the secretary, a typewriter, a pencil; for the nurse, a bed, a thermometer; for the janitor, a broom, a bottle of cleaning fluid.

2.3 To learn to interact with one's environment

Objective of the regular program

The aim here is to help the child develop sound interactions with his or her environment, so that he or she may be able to assimilate information and to give meaning to his or her reality.

The aim is also to foster the development of perceptual abilities and to refine motor skills, thereby giving the child a greater opportunity to further his or her cognitive development.

Essential objective of the adapted program

For the child with an intellectual impairment, a major concern is that he or she develop, in a functional way, an awareness of basic concepts and of certain abilities which will contribute in the long run to the development of social autonomy. This awareness will focus primarily on written language, numbers and time.

The ability to compare will be greatly exploited.

Comments

In this section, learning elements have been added by using the contexts in which these elements appear. The intent is to foster the acquisition of important concepts essential to the development of social autonomy.

The aim here is not the systematic learning of numbers, for example, but rather the development of an awareness of numbers through frequent contact and use, without a full understanding of numbers per se. In this way, the child will be encouraged to use and to become familiar with numbers at the same age as other children.

The aim is not to develop a great number of skills for a few environments, but rather to develop a few skills that will be useful in many environments.

Instructions need to be adjusted so that the information to be learned by the student is made evident. All activities done in a workbook will have to be adapted, if the child is to learn something.

Language plays a key role in learning that is of a cognitive nature. Therefore, beyond the objectives, the development and use of communication (comprehension and expression) will be central to all interventions.

Suggested approach

It is suggested that the student be placed in situations that trigger reactions conducive to the development of certain necessary behaviors. Several objectives may be worked on at the same time.

The following pages contain a description for each objective as well as suggestions for introducing these objectives. These are only suggestions; some adjustments may be necessary to meet the needs of the class and of the student.

TO LEARN TO INTERACT WITH ONE'S SURROUNDINGS

Terminal and intermediate objectives

REGULAR PROGRAM	ADAPTED PROGRAM
<p>TO KNOW To assimilate significant information</p> <ul style="list-style-type: none"> - To use his/her senses to explore his/her surroundings - To recognize similarities and differences - To recognize relationships - To formulate hypotheses - To seek out information - To experiment - To learn how to use various resources - To express significant information verbally and non-verbally <p>TO ACT To become skilled at acting on one's surroundings</p> <ul style="list-style-type: none"> - To use objects and resources in a constructive and original way - To act in accordance with information perceived or received - To arrange his/her activities in a sequence based on this information 	<p>TO KNOW To assimilate significant information</p> <ol style="list-style-type: none"> 7. To recognize similarities and differences <ol style="list-style-type: none"> 7.1 To use his/her senses to explore his/her surroundings 7.2 To express significant information verbally and non-verbally 7.3 To recognize similarities and differences 8. To become aware of written language and numbers <ol style="list-style-type: none"> 8.1 To develop an awareness of written language 8.2 To develop an awareness of numbers 8.3 To recognize and to reproduce useful symbols: letters and numbers 9. To develop an awareness of money <p>TO ACT To become skilled at acting on one's surroundings</p> <ol style="list-style-type: none"> 10. To use the objects and resources that are available 11. To organize his/her timetable

Preschool Program

Terminal Objective: To assimilate significant information

Area:

To learn to interact with one's surroundings

Intermediate objective:

7. To recognize similarities and differences

See report card indicator #10

Legend for the adapted program

- A** awareness
- D** systematic development
- C** consolidation

Term

Plan S.B.	Obj.	Indicators	Term			
			1	2	3	4
	7.1	To use his/her senses to explore his/her surroundings	A		A	D
<p>It is important to support the child in his/her learning:</p> <ul style="list-style-type: none"> . <u>Visual support</u>: visual cues are of great help to the child. Use pictograms, colors, words to attract and direct attention. . <u>Auditory support</u>: give and repeat instructions, information and the reasons for doing things. Information must be brief, to the point and centered on the basic knowledge to be acquired within a given activity. . <u>Kinesthetic support</u>: children consolidate learning by feeling, touching, handling, etc. 						
	7.2	To express significant information verbally and non-verbally	A	A	D	D
<p>To be able to identify appropriate information verbally or non-verbally, depending on the situation. Activities need to be carried out in concrete contexts.</p> <p>Interventions will be based on the level of communication and language development of the child.</p>						
	7.3	To recognize similarities and differences		A	D	D
<p>To make comparisons based on a property: color, number, shape, current use, etc. (The concept of a set is secondary here. It is not always necessary, for instance, to know the name of each color).</p> <p>This objective is central to cognitive development and should be given top priority.</p>						

Preschool Program

Terminal Objective: To assimilate significant information

Area:

To learn to interact with one's surroundings

Intermediate objective:

8. To become aware of written language and numbers

See report card indicator #13

Legend for the adapted program

- A** awareness
- D** systematic development
- C** consolidation

Term

Plan S.B.	Obj.	Indicators	Term			
			1	2	3	4
	8.1	To develop an awareness of written language			A	D
		The knowledge a child has of written language, prior to learning how to read, represents the awareness of written language he or she may have. E.g. <ul style="list-style-type: none"> . To differentiate between telling a story and reading . To differentiate between drawing a picture and writing . To tell what a book is about by flipping through it . To look at a book as a non-reader (assisted reading context) . To tell and anticipate elements of a story instead of simple enumeration. 				
		Strategies to be used:				
		. Use functional words: Provigo, McDonald's.				
		. Label specific areas of the classroom: computer corner, kitchen, library, painting, etc.				
		. Relate what is read to personal experience.				
		. Predict what a story is about from its illustrations.				
		. Interpret written symbols for the child.				
		. Associate sounds to the appropriate letters and pictures.				

Preschool Program

Terminal Objective: To assimilate significant information

Area:

To learn to interact with one's surroundings

Intermediate objective:
8. To become aware of written language and numbers

See report card indicator #12

Legend for the adapted program
A awareness
D systematic development
C consolidation

Term

Plan S.B.	Obj.	Indicators	1	2	3	4
	8.2	To develop an awareness of numbers			A	D

Upon entry into kindergarten, it is true that many five-year-olds already recognize numbers from 0 to 9. But it also true that others experience difficulties in this area in the first months of Grade One and that these difficulties may have adverse effects on these students' learning of mathematics. For the child with an intellectual handicap, it may take years to acquire such a basic concept. Moreover, integration into Grade One will not be facilitated if the child does not recognize numbers.

It is probably possible for someone to live autonomously while knowing how to count only to 9. This fact simply serves to emphasize the importance of this skill. However, as important as they are, numbers are not always given the priority they deserve in classrooms.

The presence of numbers must be significantly increased in the classroom and in children's lives. They should become as common as furniture and toys. We are not referring here to formal teaching activities on numbers but rather to the presence and use of numbers within the context of regular classroom activities. The only formal activity might be a daily review of the number sequence through games, songs or classroom routines.

It is useful to question the morphology or shape of numbers to be introduced into the child's world. Since it is known that certain children experience difficulties when learning symbols, it will be necessary to make sure that the shapes of numbers remain as stable as possible, at least during the first few years of schooling. It is important to consult with colleagues teaching Grade One and adopt the same morphology they use in their classes.

Below are some examples of morphological instability to be avoided:

2 2 2 2

3 3 3 3

4 4 4 4

7 7 7 7

The aim is not only to increase a child's exposure to numbers but also to make numbers useful to him or her. Numbers may, of course, be used to count objects, and every time the opportunity arises, it is recommended that a teacher do so with the students. But we often forget that numbers have other uses. Among these, numbering has an important place (e.g. telephone number, house number, television channel number).

The school environment is particularly well suited to numbering:

- lockers or coat hooks
- toy bins
- pieces of furniture (e.g. chairs, tables)
- toys
- floor tiles
- swings and other playground equipment
- etc.

Through simple observation of a classroom environment, it is possible to find series of objects which may be numbered. Thus, classroom objects may be referred to by their number: chair #2, box #8, etc.

Such simple numbering exercises will significantly increase the presence and especially the use of numbers in the classroom without weighing down the activity program. These types of exercises will help the child with an intellectual handicap to become familiar with the names and shapes of numbers. They will also help the other children to consolidate their knowledge: numbering objects in a sequence will introduce the children to the concept of ordinal numbers, whereas activities which involve counting will represent opportunities for introducing children to the concept of cardinal numbers.

Preschool Program

Terminal Objective: To assimilate significant information

Area:

To learn to interact with one's surroundings

Intermediate objective:

8. To become aware of written language and numbers

See report card indicators #9 and #11

Legend for the adapted program

- A** awareness
- D** systematic development
- C** consolidation

Term

Plan S.B.	Obj.	Indicators	Term			
			1	2	3	4
	8.3	To recognize and to reproduce significant symbols: letters and numbers.			A	D
		- To recognize and reproduce shapes which are basic to written language (O I C).				
		- To recognize numbers in his/her environment as a way to get one's bearings, classify and organize.				
		- To recognize numbers from 0 to 9 as symbols (without necessarily knowing the name of each number).				
		- To recognize letters as symbols related to the spoken language.				
		- To recognize words (e.g. his/her own name).				
		- To write his/her own name.				

Preschool Program

Terminal Objective: To assimilate significant information

Area:

To learn to interact with one's surroundings

Intermediate objective:

9. To develop an awareness of money

See report card indicator #15

Legend for the adapted program

- A** awareness
- D** systematic development
- C** consolidation

Term

Plan S.B.	Obj.	Indicators	Term			
			1	2	3	4
	9	To develop an awareness of money			A	A

Money at age five

A young child's autonomous use of money is often expressed through very simple behaviors such as inserting a coin into a machine or a piggy-bank. Nevertheless, it is at this age that important skills are acquired, skills that will be useful to the development of future abilities in this area, starting with independent purchases by the age of about 8.

Awareness, knowledge and skills

Although a child's money management abilities at this age are limited, the youngster is nevertheless aware of the role that money plays in daily living: in the exchange of goods and services, it is necessary to give money. A child also understands that coins and paper money have a certain status among objects; they are precious.

During the year, it is important to have the children participate regularly in activities relating to money. Games in which children simulate purchases are especially useful when helping children to acquire:

- a sense of the care to be given to money and wallets;
- the concept of prices of things, that is of the exchanges involved.
- a basic awareness of the national money system (in our country, dollars and cents may be symbolized by two coins of unitary value: the dollar and the penny)
- an awareness of the coins which are most useful to children: the 25-cent piece for vending machines and the dollar coin for vending machines and small purchases.

Preschool Program

Terminal Objective: To become skilled at acting on one's surroundings

Area:

To learn to interact with one's surroundings

Intermediate objective:
10. To use the objects and resources that are available

See report card indicator #8

Legend for the adapted program
A awareness
D systematic development
C consolidation

Plan S.B.	Obj.	Indicators	Term			
			1	2	3	4
	10	To use the objects and resources that are available.	A	A		D
<p>To develop the functional use of learning tools. In this context, "original and constructive" means to use objects and resources in a way that is consistently appropriate or which can be generalized to other classes ("I always use this object in this way.").</p> <p>Special consideration will be given to handling and to dexterity.</p> <p>The computer is an important learning tool to be introduced (visual cues will have to be planned for).</p>						
- To try out material made available to him/her.						
- To learn to use material appropriately.						
- To vary experiences by using different methods.						
- To find his/her own materials and to be able to put them away.						

Preschool Program

Terminal Objective: To become skilled at acting on one's surroundings

Area:

To learn to interact with one's surroundings

Intermediate objective:
11. To organize his/her timetable

See report card indicator #14

Legend for the adapted program
A awareness
D systematic development
C consolidation

			Term			
Plan S.B.	Obj.	Indicators	1	2	3	4
	11	To organize his/her timetable	A	A	D	D
<p><u>The schedule</u></p> <p>As in the case of numbers, time is not to be taught through formal activities. The only formal activity needed would be to examine the half-day's schedule upon <u>arrival</u> in the classroom.</p> <p><u>The starting point: HERE and NOW</u></p> <p>Time regulates our activities and it is within this perspective that a child will be able to be introduced to its concept : "What must I do here and now?" The concept of time is so abstract that all young children find it difficult to comprehend. It is important to help children in this area. The research of Germain (1989) and Goulet (1992) on the introduction of time-management strategies has contributed to the development of a model that is largely dependent on a time and space analogy. This analogy enables the child to transfer the knowledge he or she has of basic spatial concepts to concepts of time (BEFORE/AFTER).</p> <p>The day's schedule is presented horizontally so that what is to the left of an activity is in the past and what is to the right is still to come (before/after). (See the activity on p. 80)</p>						
		To develop the concept of time through successive classroom activities.				
		To develop an awareness of an activity in time (it is snack time, it is story time, it is time to go home, etc).				

EXAMPLES OF ACTIVITIES

Preschool

<p>Area:To learn to interact with one's surroundings</p>	<p>Int.Obj. 8.1 To develop an awareness of written language</p>
<p>CONTEXT It is important for the child to become aware of the relationship between spoken and written language.</p> <p>All activities which help to understand this relationship will be used.</p> <p>SPECIAL STRATEGIES Saturate the environment with written material: books, labels, posters, etc.</p> <p>Read stories often.</p> <p>Encourage children to write.</p> <p>In the whole language approach, the development of listening, speaking, reading and writing skills are intimately linked. Thus, by learning to become articulate, a child learns to listen and by listening to stories a child learns to associate what is written to what is spoken.</p>	<p>AIM To create an awareness of written language</p> <p>MATERIAL Books, labels, posters, etc.</p> <p>REFERENCE (relationship to other objectives)</p>

COMMENTS

Ministère de l'Éducation. *Language in the Kindergarten. Kindergarten activities.* Québec, 1978, (16-1007A).

EXAMPLES OF ACTIVITIES

Preschool





Area: To learn to interact with one's surroundings	Int.Obj. 8.2 To develop an awareness of numbers
<p>CONTEXT It is essential for the child to develop an awareness of numbers and their use.</p> <p>SPECIAL STRATEGIES Saturate the environment with written material.</p> <p>A school environment is particularly well suited to numbering:</p> <ul style="list-style-type: none"> - lockers or coat hooks - toy bins - pieces of furniture - toys - floor tiles - swings and other playground equipment - etc. <p>Through simple observation of a classroom environment, it is possible to find series of objects which may be numbered. Thus, classroom objects may be referred to by their number: chair #2, box #8, etc.</p> <p>Such simple numbering exercises will significantly increase the presence and use of numbers in the classroom without adding weight to the activity program. These types of exercises will help the child with an intellectual handicap to become familiar with the names and shapes of numbers.</p>	<p>AIM To become aware of numbers in the environment.</p> <p>MATERIAL Number lines, posters.</p> <p>REFERENCE (relationship to other objectives)</p>

COMMENTS:

Posted numbers must offer explicit information.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area:To learn to interact with one's surroundings</p>	<p>Int.Obj. 8.3 To recognize and reproduce significant symbols</p>
<p>CONTEXT Before being able to write his or her name the child should be able to reproduce or trace, using a model, one or more of the shapes that make up a letter.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>circle</p> </div> <div style="text-align: center;">  <p>lines</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>half circle</p> </div> <div style="text-align: center;">  <p>lengthened half circle</p> </div> </div> <p>SPECIAL STRATEGIES Take the time to have the child reproduce these symbols within meaningful activities. Use concrete material.</p>	<p>AIM To recognize and reproduce basic symbols used in writing.</p> <p>MATERIAL Basic shapes that the child is able to handle.</p> <p>REFERENCE (relationship to other objectives)</p>

COMMENTS

With these shapes, the child will be able to reproduce all the letters of the alphabet. Have the child reproduce them in all directions.

EXAMPLES OF ACTIVITIES

Preschool

<p>Area:To learn to interact with one's surroundings</p>	<p>Int.Obj. 9. To develop an awareness of money</p>
<p>CONTEXT <u>Store Center:</u></p> <p>Two children play the role of cashier while the others are customers. The cashiers give a wallet containing five one-dollar coins to each child. When the buyers come to pay, the cashier shows them the price and they take out the correct number of coins. If the amount is correct, the cashier wraps the purchase and the customer leaves. At the end of the game, it is the cashier's responsibility to retrieve all the coins from the cash register and the wallets, to classify them into five groups of five coins that are to be put back into the wallets and returned to the teacher.</p> <p>SPECIAL STRATEGIES Prudent Payment Strategy:</p> <ol style="list-style-type: none"> 1 Choose an item 2 Go to the cash 3 Look at the price 4 Open one's wallet 5 Give the exact number of coins 6 Close and put away the wallet 7 Take the item and leave 	<p>AIM To be introduced to money management.</p> <p>MATERIAL</p> <ul style="list-style-type: none"> - Wallet with two compartments - 25 one-dollar coins - Various objects - Price tags - Cashier stubs - Cash register <p>REFERENCE (relationship to other objectives)</p> <ul style="list-style-type: none"> - To recognize numbers - To recognize similarities and differences - To express significant information

EXAMPLES OF ACTIVITIES

Preschool

<p>Area:To learn to interact with one's surroundings</p>	<p>Int.Obj. 11 To organize his/her timetable</p>
<p>CONTEXT - SPECIAL STRATEGIES Material and procedure</p> <p>A timetable is set up horizontally and in plain view. It is made up of a series of small posters on which activities are illustrated and labelled. We suggest that you use square pieces of cardboard measuring about 15 cm x15 cm. If possible, add magnetic strips to the back of the posters so that the timetable is easier to handle on the blackboard. The first activity should be placed on the far left of the timetable and the last activity on the far right. By seeing the timetable organized in this way, students can make analogy between time and space and use before and after concepts. Moreover, this type of presentation serves to reinforce the left to right progression found in reading, writing and in the positional value of numbers.</p> <p>A certain signal such as a school bell, a classroom bell or a signal given by an adult should indicate changes from one activity to another. Such signals help the children to consult the timetable at appropriate times. It is then up to the children to find out what the following activity is and to prepare themselves accordingly.</p> <p>As simple as this type of activity may seem, it nevertheless represents the beginning of autonomous time management. By finding out by himself or herself what activity comes next, the child gains independence from the adult and stops living with uncertainty.</p>	<p>AIM To identify on a timetable what activity will immediately follow the present one.</p> <p>(The most pressing need in time management is probably the need to know what the immediate future has in store for us.)</p> <p>MATERIAL</p> <p>A timetable set up horizontally with appropriate illustrations of various activities.</p> <p>REFERENCE (relationship to other objectives)</p>

COMMENTS

Posted numbers must offer explicit information.

Part Three

Evaluation

Overview

- 3.1 Introduction
- 3.2 Formative Evaluation
- 3.3 Summative Evaluation

Part Three _____

Overview

Part Three focuses on evaluation.

Since adaptations have been made to the planning of learning content, it is very important to adapt the evaluation process as well. For the sake of consistency, an adapted formative evaluation process is suggested in this section as well as guidelines for summative evaluation.

*Outline of **Part Three***

- 3.1** Introduction
- 3.2** Formative evaluation
- 3.3** Summative evaluation
 - 3.3.1 Attaining essential objectives

Part Three_____

3.1 Introduction

3.1 Introduction

The evaluation of learning for a child with an intellectual impairment must be adapted.

Two methods:

At the present time, there are two types of evaluation in schools: formative evaluation and summative evaluation.

Formative evaluation	Summative evaluation
Formative evaluation implies immediate pedagogical support for the student. Its aim is to inform both the teacher and the student on a continuous basis (as well as the parents on a periodical basis) regarding the student's progress, difficulties and learning style. This type of evaluation is useful in detecting the difficulties experienced by a student so that he or she can discover new ways of progressing further.	Summative evaluation is used to assess achievement in order to determine whether terminal or intermediate objectives of a program have been attained.

Note on portfolio assessment :

Observations and dated samples of a student's work gathered over time may become part of a comprehensive profile of the child's abilities and progress. Portfolios provide valuable information on a child's achievement in terms of the objectives of a program. They can therefore serve within formative and summative evaluation processes.

For a child with an intellectual impairment, the evaluation of basic skills which foster the development of autonomy and responsibility should be done on a long-term rather than on a short-term basis. Evaluation must also pertain to functional behaviors.

3.2 Formative Evaluation

The following is a proposal for formative evaluation which has been adapted to the needs of students with moderate to severe intellectual impairments.

At the beginning, the child with an intellectual impairment is placed in the same learning context as other children, and his/her reactions are observed. The child's behavior, as well as classroom activities performed by the whole class, are analyzed. Then, the necessary modifications are made, based on the child's interest in the various learning activities, as well as on the need to simplify the cognitive tasks that might overburden the child.⁴

Rather than categorize the child and predict what he or she will not be capable of, a team of educators gathers pertinent information in order to adapt the educational activities. Communication between the individuals involved is an important key to the success of formative evaluation.

An outline of the complete process is presented on the following page.

⁴ R. TREMBLAY and G. DE FOY. *L'école pour tous*, p. 39-40, Document presented at the AQIS colloquium, Nov. 1989.

Adapted formative evaluation process

Stage 1 Observe the student in his/her environment

Time must be taken to welcome and to get to know the child. This stage is very important because information gathered here will guide future pedagogical interventions.

Stage 2 Plan teaching and adaptations

The adaptations are those that are deemed necessary, based on the essential objectives, the adapted curriculum and the needs of the child.

Stage 3 Implement teaching strategies

Interventions take place gradually so that learning may be consolidated and maintained.

Make adjustments while combining evaluation and intervention

If necessary, adjustments are made by taking into consideration long-term objectives aimed at developing autonomy and responsibility.

Stage 4 Give the student support in order to facilitate transfer

The transfer of skills is of prime importance. Knowledge and skills expressed through behaviors which are similar to those of their peers will determine the kind of support to be given.

Stage 5 Reinvest and consolidate learning

To consolidate learning, it is necessary reuse what has been learned in various settings.

This process will make it possible to identify, at the end of a term, a student's strengths and weaknesses with regards to the attainment of the learning objectives. Functional behavior is also a good indicator of consolidated learning.

In practice, this means:

- Getting to know the child and placing him/her in a learning context;
- Communicating with the child in order to help him/her to express his/her level of interest;
- Observing the child's behavior;
- Analyzing an activity in which the whole class participates;
- Making appropriate adjustments;
- Reducing the complexity of cognitive tasks.

IN SUMMARY: observe - communicate - adjust - integrate evaluation and intervention.

3.3 Summative Evaluation

The assessment of learning takes place throughout the year using adapted formative evaluation methods. A student's strengths and weaknesses may be determined with regards to the particular objectives to be attained. The aim of the summative evaluation process (R.S.Q. I-13.3, 1988, S. 231) is to determine the extent to which learning has taken place within the framework of a particular program or school curriculum. Here, results are analyzed within the framework of the adapted program.

Attaining essential objectives

Adapted program

1. Yes , May continue learning at next level
2. No , Case study

3.3.1 Attaining essential objectives

The objectives of the adapted programs for students with moderate to severe intellectual impairments have to do with skills that are essential for autonomous social functioning. The more students master the essential skills, the more their ability to adapt improves and the greater their potential for social integration.

Summative evaluation provides a summary of the student's progress and learning that serves to inform parents and the teachers involved in promoting the student to a higher grade.

A descriptive report card containing two scales of assessment is presented as a suggestion on the following pages.

Descriptive Report Card

Preschool

Name: _____ Class: _____

Permanent code: _____

Teacher's signature: _____

Parent's signature: _____

Principal's signature: _____

Evaluation key

1. Student exceeds objectives
2. Student attains objectives
3. Student has partly attained objectives
4. Student experiences great difficulty in attaining objectives

In terms of autonomy:

- A. Student shows sufficient mastery
- B. Student needs cues or reminders
- C. Student needs encouragement and support
- D. Student needs continuous support

Learning to develop self-awareness

Through daily activities, the student:

	Nov.	Feb.	Apr.	Jun.
1. is self-sufficient in meeting needs related hygiene and cleanliness				
2. is self-sufficient in getting dressed and undressed				
3. is self-sufficient in his/her movements				
4. expresses needs, feelings in different situations				

Comments:

Learning to develop relationships with others

During group activities, the student:

5. participates in group routines and activities				
6. follows group rules				
7. accepts other children and reacts favorably to the advances of other children				

Comments:

Learning to interact with one's environment

Through his/her activities and interactions, the student:

	Nov.	Feb.	Apr.	Jun.
8. learns to use material which is made available to him/her				
9. recognizes first name □, family name □				
10. recognizes similarities and differences				
11. reproduces shapes; o - - c				
12. shows an awareness of numbers from 0 to 9				
13. shows an awareness of written language				
14. orients himself/herself in a series of activities before □, after □				
15. shows an awareness of money				

Comments:

Explanation of the rating scale

In terms of learning objectives

1. The student exceeds the objectives.

The student demonstrates comprehension and the expected behavior as suggested by the indicators.

The student has attained the objectives autonomously, according to the minimum standard of performance set prior to the evaluation.

2. The student attains the objectives.

The student demonstrates comprehension and the expected behavior as suggested by the indicators.

With help and guidance, the student has attained the objectives according to the minimum standard of performance set prior to the evaluation.

3. The student has partly attained the objectives. OR The student has acquired certain skills but has not yet attained the objectives.

The student experiences difficulties either in understanding or in using knowledge and skills learned.

- The student needs to review and consolidate certain concepts in order to attain the objectives;
- The student has not attained the objectives according to the minimum standard of performance set prior to the evaluation.

4. The student experiences great difficulty in attaining the objectives. He or she has not attained the objectives.

Despite the help provided, the student experiences great difficulties both in comprehending and using the knowledge and skills learned.

- The student needs to review the learning sequence from the beginning;
- The student has not attained the objectives according to the minimum standard of performance set prior to the evaluation.

□ ***In terms of autonomy***

A. The student demonstrates sufficient mastery.

The expected behavior is exhibited adequately and at a normal rate. The behavior is directly observable by school personnel in day-to-day situations, 90% of the time. The student does not need any help or special reminders, other than the adaptation measures already taken.

B. The student needs cues or reminders.

The expected behavior is exhibited adequately and at a normal rate. In order to initiate the expected behavior, the student needs a (gestural or verbal) cue or reminder more than 10% of the time. The behavior is not exhibited spontaneously in situations where it normally should be (situations that are observable by school personnel). The behavior is exhibited upon request.

C. The student needs encouragement and support.

The behavior may deviate slightly from what is expected. The behavior is exhibited:

- by imitating a model or
- by following detailed, step-by-step, verbal or gestural instructions.

The desired behavior is not always exhibited upon request but is obtainable with adequate support.

D. The student needs continuous support.

An approximation of desired behavior is obtained. Physical support is necessary for the desired behavior to be exhibited or continued. Constant reinforcement is necessary. The student needs physical support in order to exhibit the desired behavior.

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