CASP EDUCATION PROGRAM

A COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION

# CASP - I Education Program

for Students Aged 6 to 15

Québec

This document was produced by the Ministère de l'Éducation et de l'Enseignement supérieur.

**Production and publication**

**Direction de l'adaptation scolaire**

**Secteur de l'éducation préscolaire et de l'enseignement primaire et secondaire**

**Special contribution**

Caroline Drouin, special education consultant

Pierrette Jalbert, learning evaluation consultant

**Contribution**

Caroline Germain, assistant director, Services éducatifs complémentaires et de l'adaptation scolaire, Commission scolaire de Saint-Hyacinthe

**Acknowledgements**

We would like to thank everyone who contributed directly or indirectly to the development of this education program, especially the resource people in regional services ("SRSEs from the French sector) and the coordinator of the Centre of Excellence for the Physically, Intellectually, and Multi-Challenged, along with the many teachers who participated in the different stages of the production of this document.

**Title of original document**

*Programme éducatif CAPS-I – Compétences axées sur la participation sociale*

**English translation**

Direction du soutien au réseau éducatif anglophone – Services linguistiques en anglais
Ministère de l'Éducation et de l'Enseignement supérieur

**For information, contact**:
Renseignements généraux
Ministère de l'Éducation et de l'Enseignement supérieur
1035, rue De La Chevrotière, 21e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-7095
Toll-free: 1-866-747-6626

An electronic version of this document is available on the Ministère's website at: **education.gouv.qc.ca**.



ISBN 978-2-550-85226-1 (PDF)
ISBN 978-2-550-78330-5 (French, PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2019

# Message from the Minister

Québec schools are inclusive; they foster the overall development of each individual student. It is therefore essential that young people with intellectual disabilities aged 6 to 15 have access to an education and services adapted to their needs. The CASP-I Education Program: A Competency-Based Approach to Social Participation advocates an approach to learning that is in step with the realities of students' lives but also ensures they develop general competencies that will allow them to be active in community life to the best of their abilities.

The CASP-I Education Program is the culmination of several years of work. The 2019 version of the program reflects the combined efforts of teachers, education consultants, researchers, regional support personnel and specialists, and a large number of education professionals. The constructive comments of these contributors have enriched the program, paving the way for its smooth implementation in Québec classrooms, regardless of how services are organized.

It is important that all members of the school team work together in a spirit of true collaboration. Ultimately, the objective is to establish the necessary conditions, taking the needs and abilities of each student into account, to enable all students to pursue their learning and develop self-determined behaviours. Of course, none of this would be possible without the participation of parents, who play a key role in their children's educational process.

Let us continue uniting our efforts to enable young people with intellectual disabilities to increase their ability to play an active role in society.

**JEAN-FRANÇOIS ROBERGE**
**Minister of Education and Higher Education**

# Foreword

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

The *CASP-I Education Program: A Competency-Based Approach to Social Participation* is intended for students aged 6 to 15 with moderate to severe intellectual disabilities[1] to whom the provisions concerning subject-time allocation do not apply, as stipulated in section 23.2 of the *Basic school regulation for preschool, elementary and secondary education*. The program reflects ministerial policies and strategies designed to create a fairer and more inclusive school community and society. It also highlights the basic principles of Québec's policy on special education, *Adapting Our Schools to the Needs of All Students*.[2] Like the Québec Education Program for elementary and secondary schools (2006), the CASP-I Education Program seeks to educate and socialize students and provide them with qualifications based on their needs and abilities so that they are able to succeed. The program focuses on the development of essential competencies. To this end, teachers will offer differentiated instruction adapted to meet the needs of children and adolescents. The program serves as an indispensable resource for all school personnel working with these students.

This document builds on the *Programmes d'études adaptés: Français, mathématique, sciences humaines* (1996) at the elementary level and the *Programmes d'études adaptés avec compétences transférables essentielles (PACTE)* (1997) at the secondary level. It will be followed by the *CASP-II Education Program: A Competency-Based Approach to Social Participation*, aimed at students aged 16 to 21 and designed to meet their special needs as they integrate into society and the workplace.

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

Chapter 2 includes a detailed description of the program's five life areas and five competencies. Examples are given to illustrate the connections between the life areas and competencies.

Lastly, Chapter 3 presents the learning elements, grouped together under seven subject headings. Teachers are responsible for selecting appropriate learning elements for individual students to help them develop the program competencies.

1. For additional information on the severity of an intellectual disability, see section 1 of Schedule II of the *Basic school regulation for preschool, elementary and secondary education*. In the CASP-I Education Program, the term "severe" is used in the same way as in the reference documents of the American Psychiatric Association and the World Health Organisation (American Psychiatric Association, *DSM-5, Diagnostic and Statistical Manual of Mental Disorders*, 5th ed., 2013; World Health Organisation, *CIM-10 / ICD-10, Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*, 10th revision [Paris: Elsevier Masson, 1993].
2. Québec, Ministère de l'Éducation, *Adapting Our Schools to the Needs of All Students: Policy on Special Education* (Québec, 1999).

# TABLE OF CONTENTS

**Chapter 3 – Learning Elements for Each Subject**

CHAPTER 1

# A Renewed Education Program

# A Renewed Education Program

## Background

In recent decades, Québec, like other leading societies, has renewed its conception of education and has focused on providing a better response to the needs of students with handicaps, social maladjustments or learning disabilities. The Ministère de l'Éducation et de l'Enseignement supérieur has worked hard to prepare young people for the challenges they will face. In its educational policy statement *Québec Schools on Course,*[3] the Ministère appealed to educators and partners of the education system to change their focus from "access for all" to "success for all." This clearly stated orientation opened up new avenues to allow for classroom integration of students with intellectual disabilities and to provide an educational environment within which they would receive the support they needed to succeed.

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

The Policy on Special Education, *Adapting Our Schools to the Needs of All Students*, published in 1999, presented a clear, coherent orientation for these amendments. "To help students with handicaps or social maladjustments or learning disabilities succeed in terms of knowledge, social development and qualifications, by accepting that educational success has different meanings depending on the needs and abilities of different students, and by adopting methods that favour their success and provide recognition for it."[4] The Policy on Special Education, by stipulating the actions required to achieve this goal, encourages the education community and its partners to support children and young people in their quest for success, with due regard for their individual differences. In 2017, the Policy on Educational Success, *A Love of Learning, a Chance to Succeed*, stated the importance of helping everyone achieve their full potential, creating an inclusive environment for development, learning and success, and mobilizing partners and stakeholders in support of educational success.[5]

In recent years, public awareness initiatives aimed in particular at young people and the workplace have helped change beliefs about and attitudes toward people with intellectual disabilities. The progress made in integrating them into classrooms, workplaces and society as a whole has helped overcome certain prejudices. Schools have done their share to achieve this by recognizing the development potential of these students and offering them a quality education so that they have the same chances as other students.[6] Moreover, growing numbers of individuals, groups and organizations now believe that people with intellectual disabilities should be able to

3. Québec, Ministère de l'Éducation, *Québec Schools on Course: Educational Policy Statement* (Québec, 1997).
4. Québec, *Adapting Our Schools to the Needs of All Students, Policy on Special Education*, 15.
5. Québec, Ministère de l'Éducation et de l'Enseignement supérieur, *Policy on Educational Success: A Love of Learning, a Chance to Succeed* (Québec, 2017).
6. Québec, Ministère de l'Éducation, *Individualized Education Plans: Helping Students Achieve Success; Reference Framework for the Establishment of Individualized Education Plans* (Québec, 2004), 14.

exercise their rights, develop their talents and take advantage of scientific progress in the field of education. This has highlighted another challenge, that of making the shift from integration to inclusion. The government policy to enhance social participation by people with handicaps, entitled *Equals in Every Respect: Because Rights Are Meant to Be Exercised,*[7] published by the Office des personnes handicapées du Québec and adopted in 2009, recommends values based on inclusion. The notion of inclusion considered here takes into consideration the diverse needs of all students and acknowledges that diversity is an asset for the school community.[8] It implies a need for adjustments to educational services and pedagogical strategies to promote success for all students.

The organization of services is extremely important in meeting the educational needs of all students. The *Education Act* states that every school board must adopt a policy concerning the organization of educational services "to ensure the harmonious integration of each such student into a regular class or group and into school activities if it has been established on the basis of the evaluation of the student's needs and abilities that such integration would facilitate the student's learning and social integration and would not impose an excessive constraint or significantly undermine the rights of the other students."[9] In addition to this, the pedagogical aspects must also be considered, and differentiated instruction offers some interesting possibilities for learning. Pedagogical choices are independent of organizational choices, and should be planned using a personalized approach.

The choice to use the Québec Education Program or this program to support the development of a young person with a moderate to severe intellectual disability[10] should be made in the best interests of the student, based on his or her needs and abilities. The CASP-I Education Program is not associated with any specific type of group, and can be applied in regular or special classes. It serves as a fundamental, shared reference for students to whom the provisions concerning subject-time allocation do not apply, as stipulated in the *Basic school regulation.*[11] When applying the program, schools must provide appropriate organizational and pedagogical conditions, in the classroom and in the school as a whole, so that the students concerned are able to receive the educational services to which they are entitled and that are in keeping with their needs.

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

7. Québec, Office des personnes handicapées du Québec (OPHQ), *Equals in Every Respect: Because Rights Are Meant to Be Exercised* (Drummondville, Québec, 2009).
8. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Rencontres des partenaires en éducation, Document d'appui à la réflexion* (Québec, October 25, 2010), 8.
9. *Education Act*, CQLR, c. I-13.3, s. 235.
10. For additional information on the severity of an intellectual disability, see section 1 of Schedule II of the *Basic school regulation*.
11. *Basic school regulation for preschool, elementary and secondary education*, R.Q., c. I-13.3, s. 23.2.

## Students with intellectual disabilities: A definition[12]

The CASP-I Education Program is intended for students with moderate to severe intellectual disabilities who are between 6 and 15 years old. "Intellectual disability is characterized by significant limitations both in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18."[13] In their intellectual functioning, these individuals have significant limitations in terms of reasoning, planning, problem solving, abstract thinking and understanding complex ideas. As for adaptive behaviour, their limitations include problems with conceptual skills (language, reading, concepts of time and money, etc.), social skills (social responsibility, compliance with rules, interpersonal skills, etc.) and practical skills (personal care, difficulty performing everyday activities or maintaining a safe environment, etc.).

## The threefold mission for all

The mission of all schools is to provide instruction, socialize and provide qualifications for all students,[14] including those with intellectual disabilities. The Québec Education Program is clear in this respect: "Québec schools today have a mandate to provide educational services to all young people, to take into account the diversity of their situations and to provide them with the tools necessary to achieve their social and intellectual potential in both their personal and working lives."[15] An individualized education plan[16] for the student should help to define goals and identify the strategies and means required to help the student construct knowledge and develop his or her competencies. This program also takes into account specific concerns relating to the social integration of young people and recognition of their progress in school.

### To provide instruction

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

### To socialize

Schools are ideal places for socialization. Like the environment in which they are situated, school communities are composed of many different people. Schools form an integral part of a society full of good intentions toward people with intellectual disabilities, and make an effort to accept differences, highlight similarities and prevent the risk of exclusion. They provide a host of age-appropriate opportunities for students to participate in school life and in society, by "helping students learn how to live together and by fostering a feeling of belonging to the community."[17]

12. Although some Québec documentation employs the term "impairment," the preferred terminology according to the American Association on Intellectual and Developmental Disabilities (AAIDD), the World Health Organization (WHO), the International Network on the Disability Creation Process (INDCP), and other organizations and Québec school boards is "intellectual disability."
13. American Association on Intellectual and Developmental Disabilities, *Intellectual Disability: Definition, Classification, and Systems of Supports*, 11th ed., 2010, 1.
14. *Education Act,* s. 36.
15. Québec, Ministère de l'Éducation, *Québec Education Program: Secondary School Education, Cycle One* (Québec, 2006), 5.
16. Québec, *Individualized Education Plans: Helping Students Achieve Success; Reference Framework for the Establishment of Individualized Education Plans* (Québec, 2004).
17. Québec, *Québec Education Program: Secondary School Education, Cycle One*, 5.

### To provide qualifications

The aim of Québec schools is to increase the level of learning of all students, regardless of their needs or characteristics. To help students achieve success, they create conditions conducive to learning and competency development, within which each student can acquire the tools required to take his or her place in different spheres of life. The school reports to parents and school staff members on the results obtained, for example when preparing the individualized education plan. The Policy on Special Education is clear on this point: success is available to all, "on condition that they are given help in [achieving it] and that it is accepted that success may have different meanings for different students."[18] The CASP-I Education Program prepares students to continue their learning through the CASP-II Education Program for 16-to-21-year-olds, with the aim of obtaining an attestation of competencies, where applicable.

## Social participation: The ultimate goal

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

The literature on social participation presents a new conception of this notion.[19] According to the Disability Creation Process model,[20] social participation is the result of interactions between a person's characteristics and the elements of the physical and social environment.[21] The model refers to people's ability to perform everyday activities, ranging from minimum participation to maximum participation, and to play a social role that enhances each individual's self-worth and is valued in a given socio-cultural context. The approach also highlights the importance of allowing people to make their own choices, based on their own socio-cultural identity, by setting conditions conducive to true social participation. The results achieved will depend on the collective willingness to allow everyone to participate actively in community life, and the individual willingness to act as responsible citizens.[22] Social participation can take different forms, depending on the person's age, needs, abilities and living conditions.

Schools offer an ideal environment in which students can learn to take their place, showing due respect for others, maintaining relationships based on equality, and rejecting all forms of exclusion. They also provide facilitators[23] that allow all students—those with intellectual disabilities and their classmates—to participate actively and develop a true sense of belonging. However, special attention must be paid to the elements that facilitate social participation by students with moderate to severe intellectual disabilities. This may be reflected by an active commitment on the part of the student to his or her learning, by the development of the student's autonomy, by the exercise of the student's rights, by the quality and variety of the

18. Québec, *Adapting Our Schools to the Needs of All Students, Policy on Special Education*, 15.
19. Carmen Dionne, Jacques Langevin, and Sylvie Rocque, 1993; Mireille Tremblay, 2002; Carmen Dionne, Michel Boutet, and Francine Julien-Gauthier, 2002; Mireille Tremblay, 2005; Mireille Tremblay and Yves Lachapelle, 2006; Patrick Fougeyrollas et al., 2007.
20. Appendix 2 presents the Disability Creation Process (DCP) as it applies to students with moderate to severe intellectual disabilities.
21. Office des personnes handicapées du Québec, *Equals in Every Respect: Because Rights Are Meant to Be Exercised* (Drummondville, Québec, 2009), 12.
22. Carmen Dionne, Michel Boutet, and Francine Julien-Gauthnier, 2002.
23. A facilitator is an element of the environment that facilitates basic living activities when it interacts with personal factors. Patrick Fougeyrollas et al., *Processus de production du handicap PPH. Évolution conceptuelle internationale dans le champ du handicap,* Guide de formation (Québec: INDCP, 2007).

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

## Self-determination

Social participation requires the development of self-determined behaviours. Self-determination "refers to attitudes and abilities to act as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue influence."[24] A self-determined behaviour requires the presence of four basic characteristics: autonomy, self-regulation, self-realization and psychological empowerment.

For students to develop self-determination, they must develop autonomy. Schools can influence the student's environment by promoting the development of autonomy, defined as a person's ability to make decisions, carry out those decisions and meet his or her specific needs without being under the power and control of others.[25] By developing autonomy, students with intellectual disabilities are able to make choices, express their tastes and preferences, make decisions and perform everyday tasks. Schools must therefore encourage the development of decision-making skills and the ability to perform activities or tasks. Autonomy does not mean being able to decide everything or do everything alone; the aim here is to achieve interdependency. This perception of autonomy also encompasses the possibility of performing a task or activity in a different way, using alternative skills, devices, technology tools or spatial arrangements.

From a constructivist and optimistic standpoint, people with intellectual disabilities develop autonomy by gradually reducing their dependency on others.

**Aim of the CASP-I Education Program**

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

In addition to autonomy, young people who develop self-determined behaviours learn to:

- observe, assess and appreciate themselves as people, adjust to change, anticipate the results of their actions and set realistic goals (self-regulation)
- know themselves, be aware of their strengths and limitations to maximize their personal development (self-realization)
- defend their rights, solve problems, act as the causal agent of their own life, and enhance their sense of self-efficacy (psychological empowerment)[26]

24. Michael L. Wehmeyer, "Self-Determination as an Educational Outcome: Why Is It Important to Children, Youth and Adults with Disabilities?" in D. J. Sands and M. L. Wehmeyer, eds., *Self-Determination Across the Life Span: Independence and Choice for People With* Disabilities (Baltimore: Paul H. Brooks Editor, 1996), 22. Marc J. Tassé and Diane Morin, eds., *La déficience intellectuelle* (Boucherville: Gaëtan Morin, 2003), 209.
25. Sylvie Rocque et al., *De l'autonomie à la réduction des dépendances* (Montréal: Éditions Nouvelles, 1999), 39.
26. Yves Lachapelle and Michael L. Wehmeyer, "L'autodétermination," in Marc J. Tassé and Diane Morin, eds., *La déficience intellectuelle* (Boucherville: Gaétan Morin Éditeur, 2003), 204-214.

People who are self-determined are more involved and become true protagonists in their own lives. To achieve this, they must have an opportunity to progress within an environment that provides them with a variety of enriching life experiences.

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

# Orientations of the CASP-I Education Program

To achieve good quality education, the CASP-I Education Program proposes five orientations that will serve as foundations for educational actions:

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

## Success for all

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

### Success according to each student's abilities

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

### Official educational success

Ministère de l'Éducation et de l'Enseignement supérieur provides a formal attestation to recognize educational success. Schools are responsible for providing the conditions needed for their students to meet the requirements for an attestation of competency. An attestation may be issued to students who meet the requirements of the CASP-II program for students from 16 to 21 years of age.

## Education adapted to the students' needs and abilities

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

An individualized education plan is a joint process under the responsibility of the school principal, carried out in conjunction with the student's parents, the student and the school personnel concerned. The plan must provide clear, concrete and realistic requirements. Rigorous, ongoing evaluation of the student's progress is needed to ensure that choices are appropriate, and to allow for adjustments along the way. Ensuring that the student plays an active role in the process brings the additional benefit of making the student a core element of his or her learning.

**Competency**

The concept of competency refers to the ability to use relevant resources in order to act effectively in different situations.

The role of complementary educational services[27] is to help coordinate the interventions required in carrying out an individualized education plan. Thanks to their expertise, the specialized personnel who provide these services are able to offer additional insight, as well as tools that may be useful in resolving problems as they arise and supporting the student's success.

## Education focused on competency development

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

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

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

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

The notion of competency includes an element of adjustment, since students must be able to adjust their actions and choose their resources based on the elements of the situation in which they find themselves. Since students with intellectual disabilities are significantly limited in terms of their adaptive skills, it is up to the teacher to provide them with the support and means they need to overcome their adjustment problems and develop their full potential.

The notion of competency refers to this ability to transfer learning; in other words, students must be able to reuse what they have learned effectively, in a variety of contexts. To do this, students learn to exercise their competencies in "known" contexts, where they know both the physical environment and the people with whom they must interact. As they develop their competencies, however, it is important that they be given opportunities to exercise them in "familiar" contexts, where they do not know the physical environment or people quite as well. Allowing students to exercise their competencies in a variety of contexts is an effective way of promoting the transfer of learning and increasing social participation.

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

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

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

## Evaluation that supports learning

The 2003 Policy on the Evaluation of Learning[28] highlights the fundamental and instrumental values applicable to education in Québec, which provide a basis for quality evaluation. These fundamental values are justice, equality and equity, and the instrumental values are coherence, rigour and openness.

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

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

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

The *Guide to the Evaluation of Learning* for the CASP-I Education Program[29] serves as a common reference tool, and provides teachers with guidelines to help them report on their students' progress.

## Effective educational practices

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

Among other things, the *Education Act* allows teachers "to select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student"[30] entrusted to their care. Based on this, the CASP-I Education Program highlights some recognized practices that may help the students to become active and enthusiastic participants in the competency development process. These

28. Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning*, (Québec 2003).
29. Québec, Ministère de l'Éducation et de l'Enseignement supérieur, *Guide to the Evaluation of Learning – CASP-I Education Program: A Competency-Based Approach to Social Participation*, (Québec 2017).
30. *Education Act*, s. 19.

include supportive practices, collaborative practices, transitional practices and pedagogical practices.

## Supportive practices

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

## Collaborative practices

Collaboration between the school and the family is essential in providing support for the student throughout his or her education. The collaborative process begins when the individualized education plan is prepared, and brings together the various actors who will be working with the student. Its aim is to obtain consensus on the educational decisions and methods needed to achieve ongoing progress. The 1999 Policy on Special Education suggests that parents should be invited to the school and given support in order to create a partnership that will help the student to succeed.

The Policy also suggests that schools should be open to their partners, in order to form a true educational community.[31] School-family-community collaboration plays an important role in the overall development of the child, and facilitates social participation.

The education and the health and social services networks[32] may sometimes need to work together to meet the students' needs properly and foster their development. Young people who have an individualized education plan at school and a plan of individualized, intersectoral services (PIIS) prepared in collaboration with the health and social services system should, along with their families, be able to count on services that complement one another. Joint action with due respect for the roles of the actors concerned, including the student, will facilitate the path through school and help the student to achieve success.

## Transitional practices

Quality transitional practices that meet the students' needs at different stages of their education are essential. These practices, applied during the transition to elementary education or between elementary and secondary school,[33] will help ensure that the students continue to progress with their learning, and will help generate a renewed sense of safety and trust as they face up to their new challenges.

The transition to the CASP-II program for students aged 16 to 21 is also extremely important, since it will require a greater level of autonomy and will be the final stage in the youth sector. Special attention should be given to the transition from school to

31. Québec, *Adapting Our Schools to the Needs of All Students: Policy on Special Education*.
32. Québec, Ministère de l'Éducation, *Two Networks, One Objective: The Development of Youth; Agreement for the Complementarity of Services Between the Health and Social Services Network and the Education Network* (Québec, 2003).
33. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Ensuring a Smooth Transition from Elementary to Secondary School* (Québec, 2012).

active life in this program, which is designed to meet the students' special needs as they prepare to integrate into society and the workplace.[34]

## Pedagogical practices

To maximize the students' learning, the program also calls for pedagogical practices that are chosen for their relevance and effectiveness. Differentiated instruction ranks high among the proposed practices, since it takes into consideration the students' prior learning, needs and abilities, and their individual challenges. Differentiated instruction is a practice whereby instruction is individualized by the teacher, who uses his or her knowledge of the students' characteristics to choose instructional and evaluation methods that will promote learning.[35] In differentiated instruction, teachers make choices for each student from among the learning elements, based on his or her characteristics. Effective pedagogy, adapted to students with intellectual disabilities, uses a variety of approaches. Some of the avenues that may reduce obstacles and enhance social participation by young people with intellectual disabilities include technological adaptations, teaching of alternative skills, and adapted instruction. Table 1, on the next page, presents a summary of basic educational strategies that teachers may use as inspiration to guide learning by students with intellectual disabilities. Basically, it is through differentiated instruction, motivational support, transfer activities, adjustment of task complexity and meaningful learning activities that these students are able to develop the competencies they need to participate in society.

34. Québec, Ministère de l'Éducation et de l'Enseignement supérieur, *Guide pour soutenir la démarche de transition de l'école vers la vie active (TEVA)* (Québec, 2018).
35. Mélanie Paré and Nathalie S. Trépanier, "Individualiser l'enseignement pour les élèves intégrés en classe ordinaire: Mieux définir pour mieux intervenir," in Nadia Rousseau, ed. *La pédagogie de l'inclusion scolaire: Pistes d'action pour apprendre tous ensemble*, 2nd ed. (Ste-Foy: Presses de l'Université du Québec, 2010), 296.

**TABLE 1** – Summary of Basic Educational Strategies[36]

| Plan and present meaningful learning activities | Plan learning transfer activities |
|---|---|
| ▪ Present learning activities that are within the student's zone of proximal development.<br>▪ Present meaningful tasks that have useful, functional, immediate outcomes.<br>▪ Use life areas to provide authentic, meaningful contexts.<br>▪ Give the student clues to help him/her recall prior knowledge.<br>▪ Use authentic material that is meaningful and useful to the student.<br>▪ Eliminate or control irrelevant stimuli and sources of distraction.<br>▪ Capture the student's attention.<br>▪ Present information:<br>✓ in small units<br>✓ in gradual increments from the simplest to the most complex<br>✓ with due regard for limitations in the working memory and mental processes to which the student has access<br>▪ Inform the student of the anticipated outcomes and usefulness of the learning.<br>▪ Adapt guidance and modelling interventions.<br>▪ Gradually reduce support to encourage the student to become more autonomous. | ▪ Vary the opportunities to apply competencies.<br>▪ Highlight the similarities and differences in contexts.<br>▪ Use knowledge in different contexts.<br>▪ Ask the student to identify or clarify the knowledge.<br>▪ Guide the student verbally and physically when carrying out a task.<br>▪ Explain the learning transfer conditions.<br>▪ Choose contexts that are as similar as possible to the natural contexts in which the knowledge or skill would be applied.<br>▪ Assign tasks that are similar to those in which the student has already applied a competency.<br>▪ Offer frequent, immediate opportunities to apply what has been learned.<br>▪ Be attentive and respond to the student's requests.<br>▪ Collaborate with parents to ensure that learning is applied in everyday life. |
| **Promote learning by adjusting the complexity of tasks** | **Differentiate instruction and support motivation** |
| ▪ Highlight clues relevant to the task, provide models and memory aids, etc.<br>▪ Separate essential information from secondary information.<br>▪ Maintain semantic and morphological stability.<br>▪ Organize the task sequentially.<br>▪ Help the student to make connections between the steps in the task.<br>▪ Highlight the strategies or procedures that promote learning.<br>▪ Explain the links between prior knowledge and new knowledge.<br>▪ Reduce the complexity of tasks.<br>▪ Present alternative strategies. | ▪ Adapt tasks and materials to each student's needs.<br>▪ Allow the student to choose activities or materials.<br>▪ Take the students' interests into account.<br>▪ Consider each student's pace.<br>▪ Encourage the use of technological aids or environmental adaptations.<br>▪ Highlight progress and success.<br>▪ Give ongoing encouragement through feedback or reinforcement.<br>▪ Offer opportunities for the student to do the same things as other students of his or her age. |

36. Based on: Québec, Ministère de l'Éducation, du Loisir et du Sport, *Education Program for Students With a Profound Intellectual Impairment* (Québec, 2011), 26; Québec, Ministère de l'Éducation, *Programmes d'études adaptés: Français, mathématique, sciences humaines – Enseignement primaire* (Québec, 1996), 32.

# Components of the CASP-I Education Program

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

## Life areas and competencies

The life areas are designed to help students to make connections between what they learn at school and the situations they experience in their everyday lives. They anchor the students' learning in real situations, thereby helping them to apply it in other contexts. Five life areas have been selected for their relevance in educating students. They are:

- School Life
- Personal Care and Well-Being
- Leisure
- Home and Community Life
- Travel

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

The program competencies are:

- Communicates
- Uses information
- Interacts with others
- Acts methodically
- Acts in a safe manner

## Learning elements for each subject

The learning elements are grouped together under seven subject headings:

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

All the subjects in the program, owing to their specific characteristics, help the students to participate more fully in community life. As for the learning elements, they are essential resources for developing and using the competencies.

The list of learning elements is varied to reflect students in a broad age range (6 to 15) with a broad range of cognitive abilities (moderate to severe intellectual disabilities). Schools are in fact required to provide these students with activities suited to their chronological age, along with methods that allow them to perform the task properly, given their cognitive characteristics.

## Prescribed elements

The CASP-I Education Program serves as a shared reference for all school personnel, who must comply with its basic guidelines and educational aims. The prescribed elements listed below must be covered by teachers each year:

- The life areas
- The competencies
- The subjects

The prescribed character of these elements does not apply in the same way to all aspects of the program. The five competencies are objects of learning and evaluation for all students. The scales of competency levels allow teachers to situate the level achieved by each student for each competency, and their use is compulsory. The five life areas must be explored at school, and should be built into the learning situations presented to the students. The seven subjects are taught each year, as they each help enhance the students' participation in community living. As for the learning elements for each subject, they should be chosen so as to help the students to develop the competencies, with due regard for their needs and abilities. As a result, it is not compulsory to cover all the learning elements.

Figure 1 presents an overview[37] of the CASP-I Program components. The life areas, competencies and learning elements will be presented in detail in the chapters that follow.

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

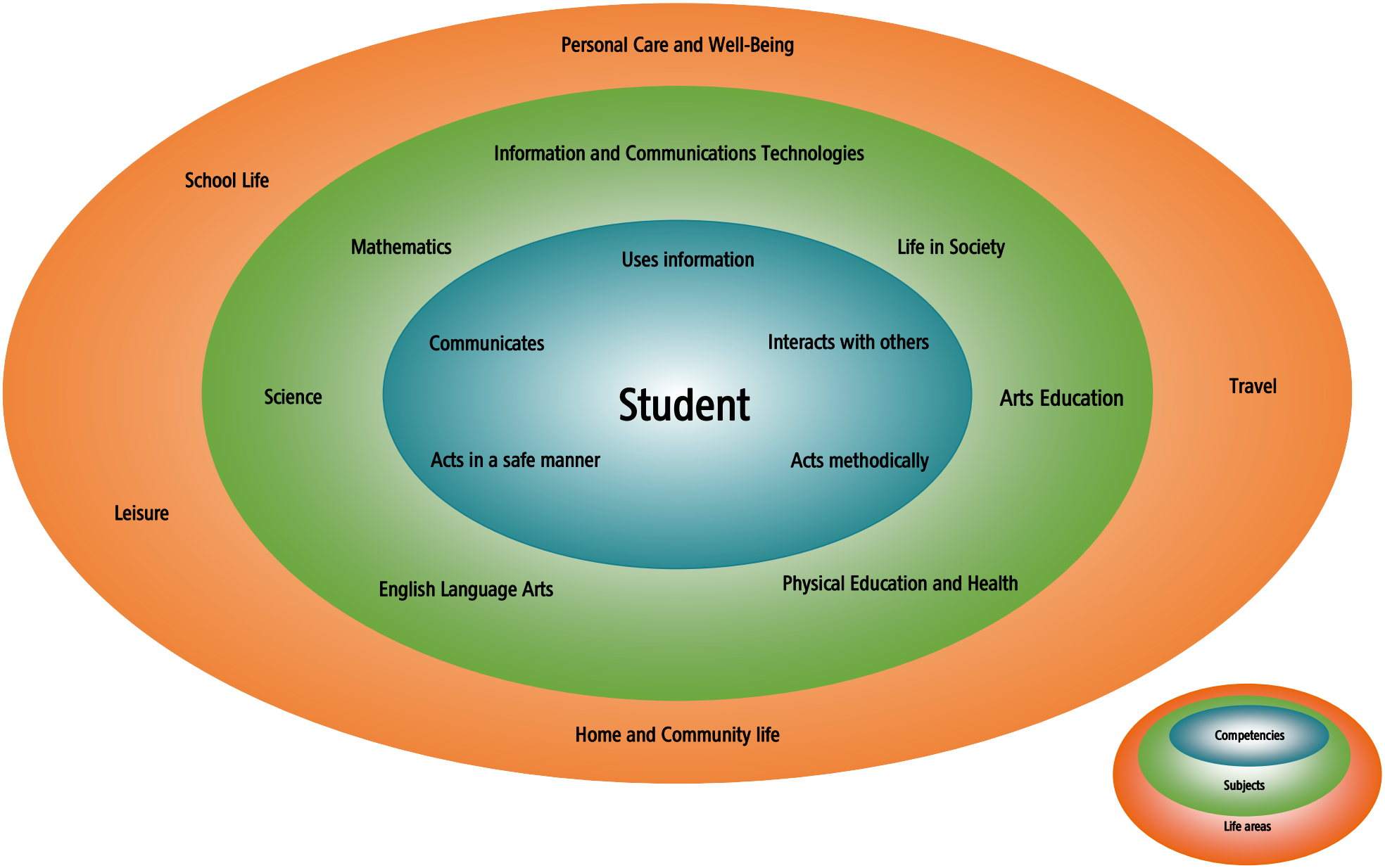



**FIGURE 1** – Components of the CASP-I Education Program

CHAPTER 2

# Life Areas and Competencies

# Life Areas

In the CASP-I Education Program, the goal of the life areas is to help students to make connections between what they learn at school and the situations they experience in their everyday lives. The five life areas are explored at school through learning situations in which the students can apply their knowledge and exercise their competencies. All the life areas are important, because they prepare the students for community living. They give meaning to learning, support motivation and promote transfers of knowledge.

Many researchers and professionals working with people who have intellectual disabilities seem to agree on the following life areas.[38]

- **School Life**: This life area includes everyday situations involving learning and socialization activities at school, such as committing to learning at school, participating actively in classroom activities, maintaining personal relationships with classmates and school staff, listening to the teacher's instructions and complying with the rules.

- **Personal Care and Well-Being**: This life area includes everyday situations involving activities relating to fundamental needs and maintenance of good physical and mental health, such as washing, eating, getting dressed, taking care of physical and psychological health, having an emotional, sexual and spiritual life and maintaining personal relationships with friends and family members.

- **Leisure**: This life area includes everyday situations involving activities that bring enjoyment and relaxation. Quality of life is significantly influenced by leisure activities, and school is an environment within which students can develop new interests. The leisure activities offered at school should be varied and must take their preferences and interests into account. For example, they may be given the opportunity to try out or practise games, sports, music, dance, painting, and so on. They may also be encouraged to maintain harmonious relationships with other people during leisure activities.

- **Home and Community Life**: This life area includes everyday situations involving participation in family and community life. For example, the students can learn activities such as putting away clothes or toys, helping to prepare meals, shopping at the mall, complying with safety rules at home, eating in restaurants, maintaining harmonious relationships with community members (storekeepers, nurses, police officers, librarians, etc.) and complying with civic rules.

38. In Québec, authors generally agree on the need to prepare young people with intellectual disabilities to function in the life areas, or domains, shown in the taxonomy presented by Richard B. Dever (1988) (Robert Doré, Serge Wagner and Jean-Pierre Brunet, 1996; Lise Saint-Laurent, 1994; Sylvie Rocque et al., 1999; Carmen Dionne et al., in Jean-Pierre Gagnier and Richard Lachapelle, 2002).

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

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

To improve their social participation, students must learn to act properly in each life area, as shown in Figure 2. All the life areas have been designed to achieve a single aim: To prepare students for community living.

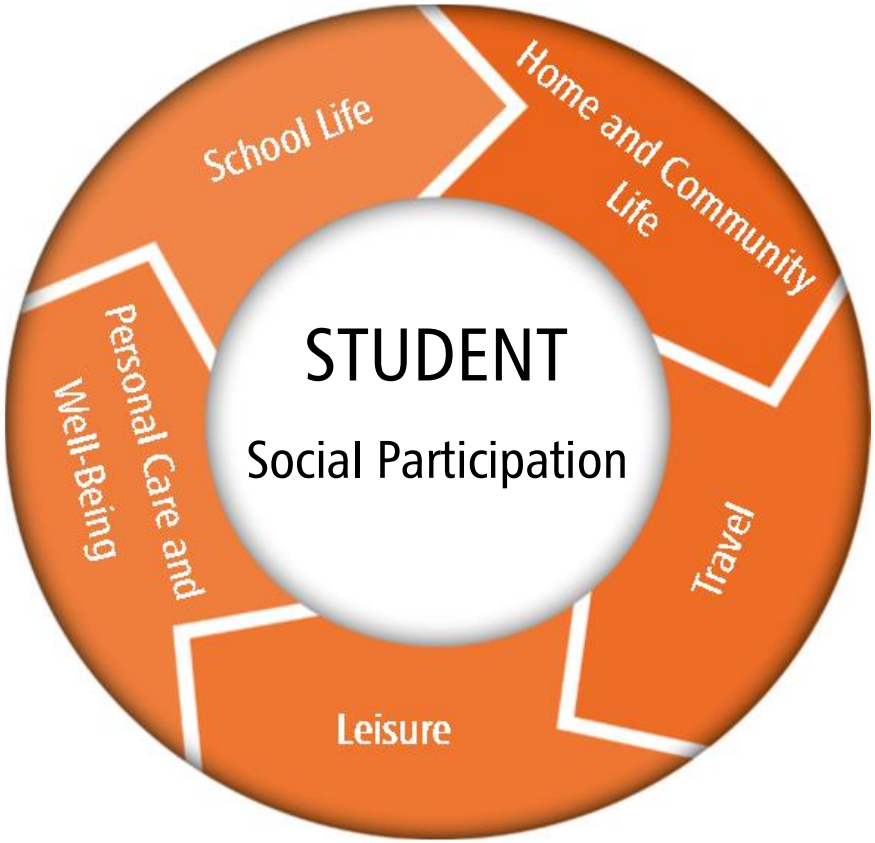
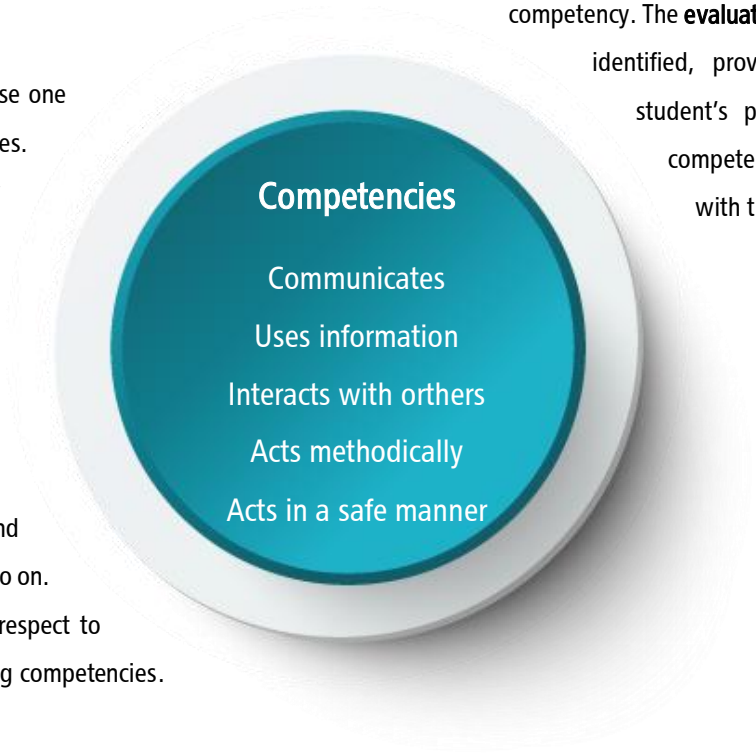



**FIGURE 2 –** Life Areas in the CASP-I Education Program

## Competencies

The target competencies in the program fall within the broader perspective of development for students with intellectual disabilities. The program's aim is to develop five interdependent, complementary competencies: Communicates, Uses information, Interacts with others, Acts methodically and Acts in a safe manner.

In everyday situations, students will be required to use one or more of the competencies to different degrees. Teachers support the development of competencies by planning and organizing learning and evaluation situations according to a logical progression or through explicit teaching of certain learning elements. Competency development takes place on a continuum, and varies from one student to the next, depending on a variety of factors including age, prior learning, personal characteristics, the support and resources available in the student's environment, and so on. Each student faces his or her own challenges with respect to knowledge acquisition and the potential for developing competencies.




The next section presents a description of each competency, including its focus, key features and evaluation criteria, along with examples of connections with the life areas. The **focus** of the competency describes its nature and explains its relevance for students with moderate to severe intellectual disabilities. It promotes a clear understanding among educators of what the competency entails. The first paragraph gives a general overview of the competency, the second addresses the role of the school and gives examples of educational actions, and the third paragraph describes the desired expressions of the competency at the end of the student's education. As for the **key features**, they embody the key aspects and dynamics of the competency. Together, they represent the process normally applied when exercising the competency. The **evaluation criteria**, from which observable behaviours are identified, provide guidelines to help teachers observe the student's progression and make an overall judgment of competency development. Lastly, examples of **connections** with the life areas are provided for each competency.

# COMPETENCY 1 – Communicates

## Focus of the Competency

Communication involves understanding messages* regardless of whether they are intended for oneself or for someone else, and being able to express oneself and converse with others in a variety of situations. The ability to communicate is important for all students, since it is a powerful tool for personal and social development. Schools play a major role in developing this competency by providing students with a variety of opportunities to practise during classroom activities. These learning activities are carefully planned to take into account the students' ages, abilities and interests, and take place within different communication contexts so that students are able to acquire linguistic skills. As a result, they are able to understand and produce messages to communicate effectively with the people around them. The ability to communicate is not limited to receiving or emitting spoken or written messages, but also encompasses aspects relating to gestures, images and symbols. As they develop their communication skills, students are able to access knowledge in different forms, gradually improve their ability to meet certain needs independently, and acquire tools that will help them to participate in society. Communication is an excellent way for students to express their identity. Communication also plays a significant role in the development of the other competencies, and it is vital that all school personnel pay attention and devote the necessary effort to it.

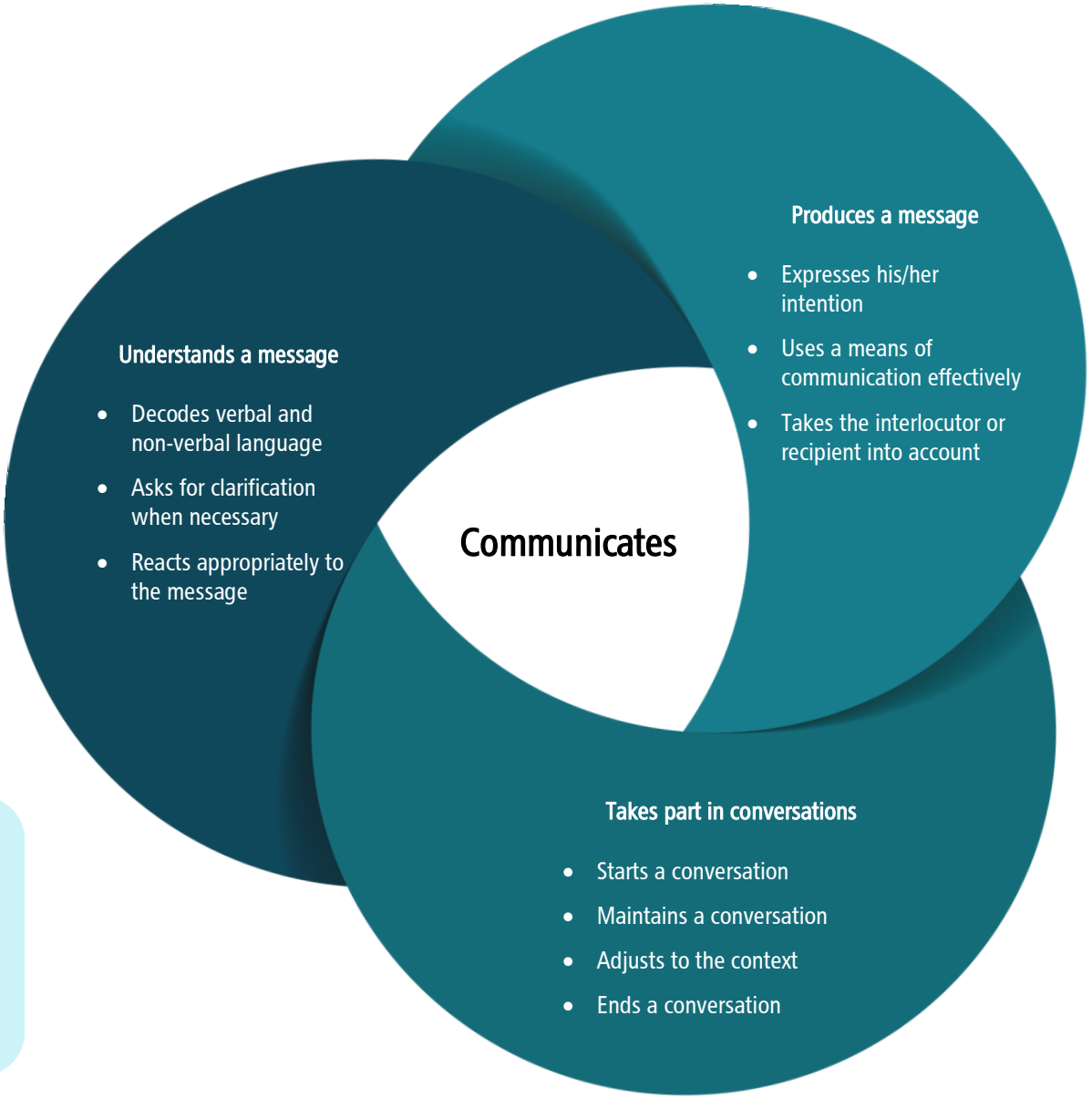
Schools provide a context within which students are able to test different forms of language: spoken, written, gestural, mathematical, etc. Of specific interest here is the language of instruction, which is the primary vehicle for social participation. To communicate, students use oral and written language. They may also take advantage of communication aids such as pictograms, communication boards, assistive technology tools, personalized image banks, etc. At school, students have many different opportunities to communicate, for example, by questioning the teacher to understand what he or she has said, reacting to instructions, expressing their opinion on a work of art, writing a card to invite a friend to a birthday party, reading a short note in their agenda or reading an illustrated story. With proper support, they can demonstrate their ability to take part in a discussion by gradually learning to converse with one or more people. For example, they may use a few words or gestures to take part in a conversation, or discuss a hockey match with an educator. They also learn to read key pictograms, both in the classroom and outside the school, and the words and numbers they see in everyday life, such as the names of stores, addresses and street names. In doing so, they are able to become more independent. All these opportunities help them to become aware of the importance and utility of communication in a variety of everyday situations.

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

* A spoken or written message is what is said or written about a topic or theme and transmitted directly or indirectly, via one or more visual, audio or audiovisual media (paper, voice, screen, etc.). Adapted from: *PFEQ, Français langue d'enseignement, 2ème cycle du secondaire*, 2009, 110.

# COMPETENCY 1 – Communicates

## Key Features and Evaluation Criteria




**Evaluation Criteria**

- Demonstration of his/her understanding of the messages received
- Relevance and clarity of the messages produced
- Appropriateness of participation in conversations

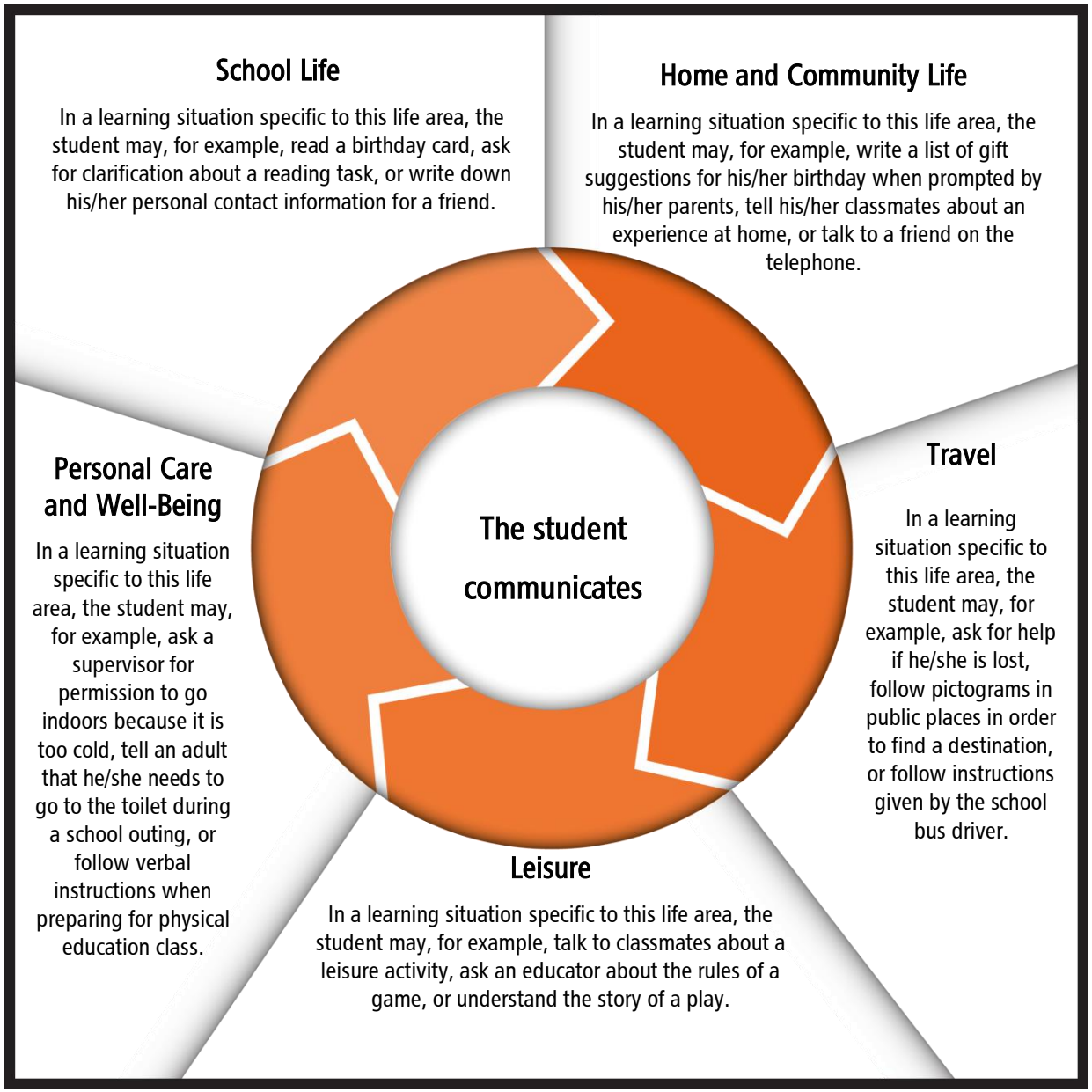



**FIGURE 3** – Connections Between the Life Areas and Competency 1

# COMPETENCY 2 – Uses information

## Focus of the Competency

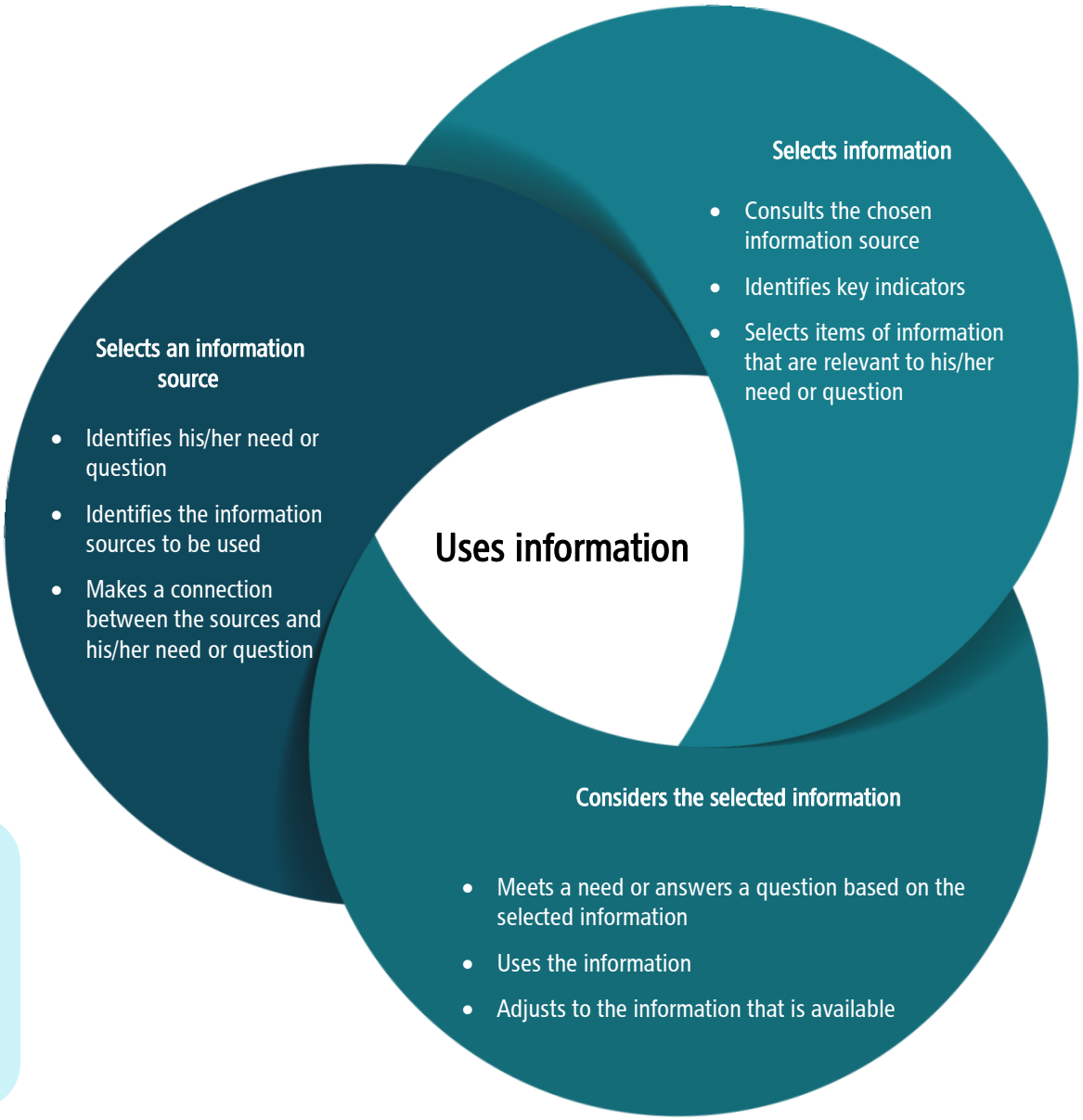
Using information involves indentifying information from different sources that may be of interest or of use in everyday life. Students already have access to certain information sources, since they will have begun to learn about them before starting school. For example, they will already have seen a television timetable, a movie theatre poster, a website or a restaurant menu. These are all sources of written information. However, sources of verbal information are also available. They include videos, the radio and resource persons who are experts on certain subjects (e.g. nurse, store clerk or librarian). An information source provides items of information required to answer a question or meet a need. For example, a calendar is a source, and a pictogram of a cake on the calendar is the item of information indicating a student's birthday. Schools play a vital role in the development of this competency by providing students with opportunities to use a variety of information sources on different media and in a range of situations. As the students gradually develop this competency over time, they learn to select relevant items of information efficiently from a given source, and to use the information as independently as possible.

School is an excellent place for students to discover the information sources available to them, become aware of their usefulness and realize the importance of learning to take them into consideration. Students first learn to consult the various sources of information available in the classroom: the timetable, the calendar and the task board, for example. They gradually learn to choose relevant or interesting items of information and take advantage of a variety of real-life sources (e.g. bus timetables on the Internet, restaurant menus, reference books). For example, they may look at the class timetable to identify the next activity, consult a recipe book to choose a meal that is easy to prepare, look at an advertising leaflet to choose birthday gifts, or consult the weather forecast on the Internet before deciding what to wear for a school outing. They learn to identify items of information from these sources and expand their knowledge, among other things by working with and understanding the usefulness of different technological tools. By developing this competency, the students will be able to apply learning elements from different subjects and discover new things. It may also trigger their curiosity and encourage them to become more actively involved, both at school and in society.

Students who are able to use information recognize and use different information sources in a variety of situations. To exercise this competency, students must be able to identify the source that best meets their needs or answers their questions and to determine the items of information they need to take into consideration when taking action, reacting or making a decision.

# COMPETENCY 2 – Uses information

## Key Features and Evaluation Criteria




**Evaluation Criteria**

- Selection of an information source that is relevant to his/her need or question
- Selection of relevant items of information
- Consideration of relevant items of information: action, reaction or decision-making

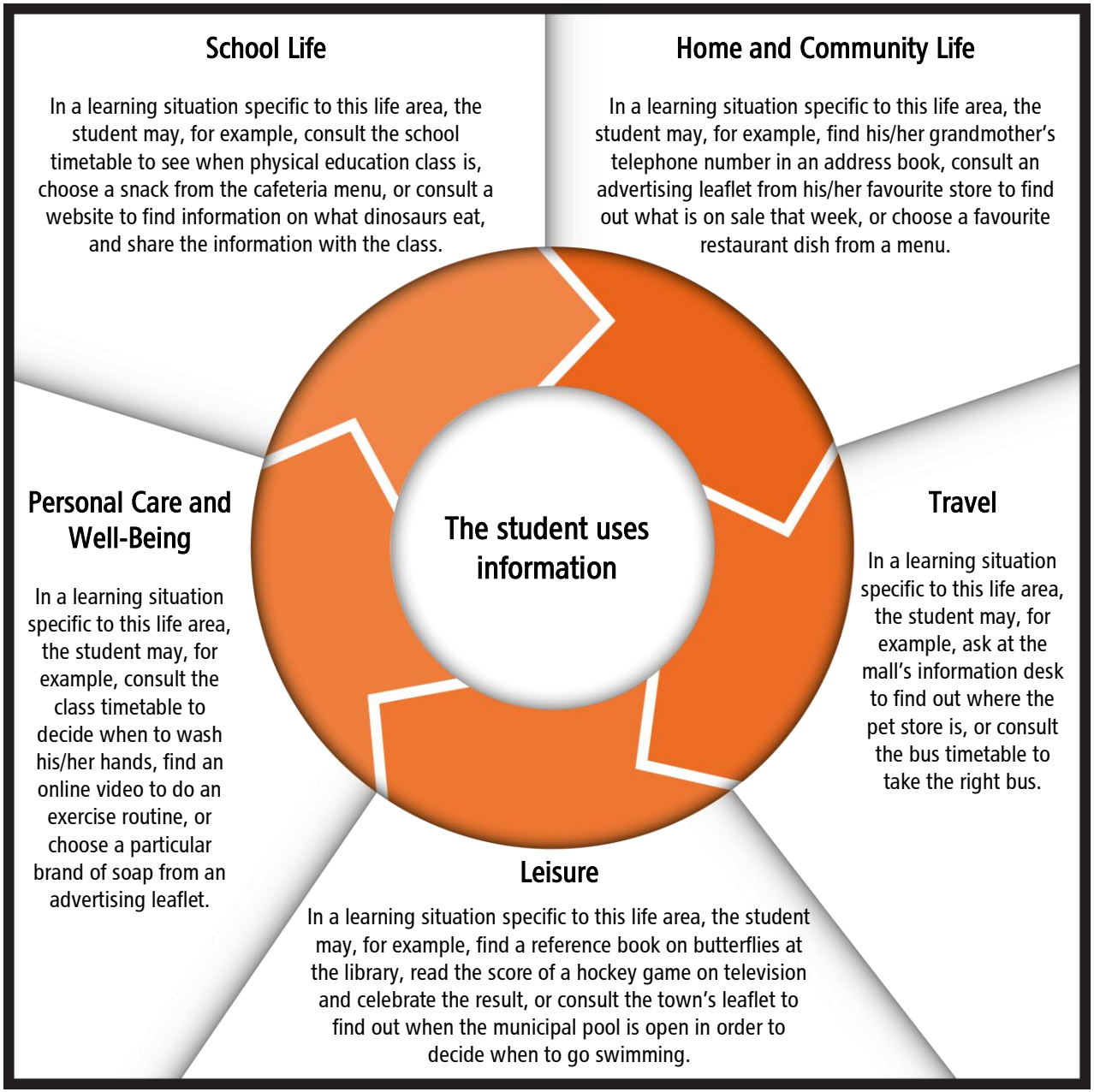



**FIGURE 4** – Connections Between the Life Areas and Competency 2

# COMPETENCY 3 – Interacts with others

## Focus of the Competency

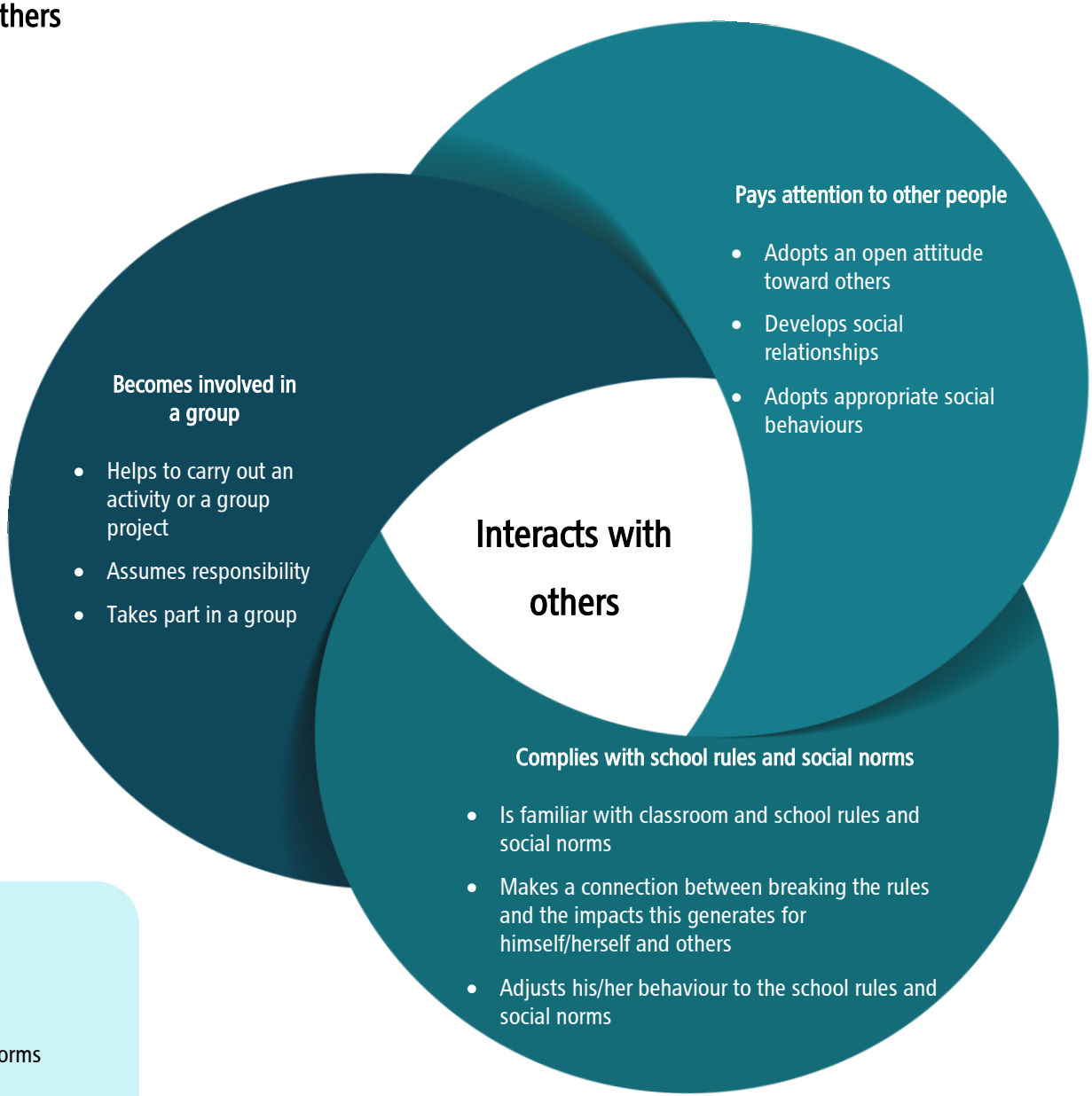
Interacting with others involves connections with others and being active in the community. School is an excellent place for socialization, since it provides students with many different opportunities to realize the importance of being part of a community, become more open to others and prepare for their future role as full-fledged citizens. To encourage students to interact with people in their community, the school takes systematic action to promote harmonious relationships, encourage students to work together and introduce them to community life.

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

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

# COMPETENCY 3 – Interacts with others

## Key Features and Evaluation Criteria




**Evaluation Criteria**

- Participation in group life
- Expression of an interest in other people
- Compliance with school rules and social norms

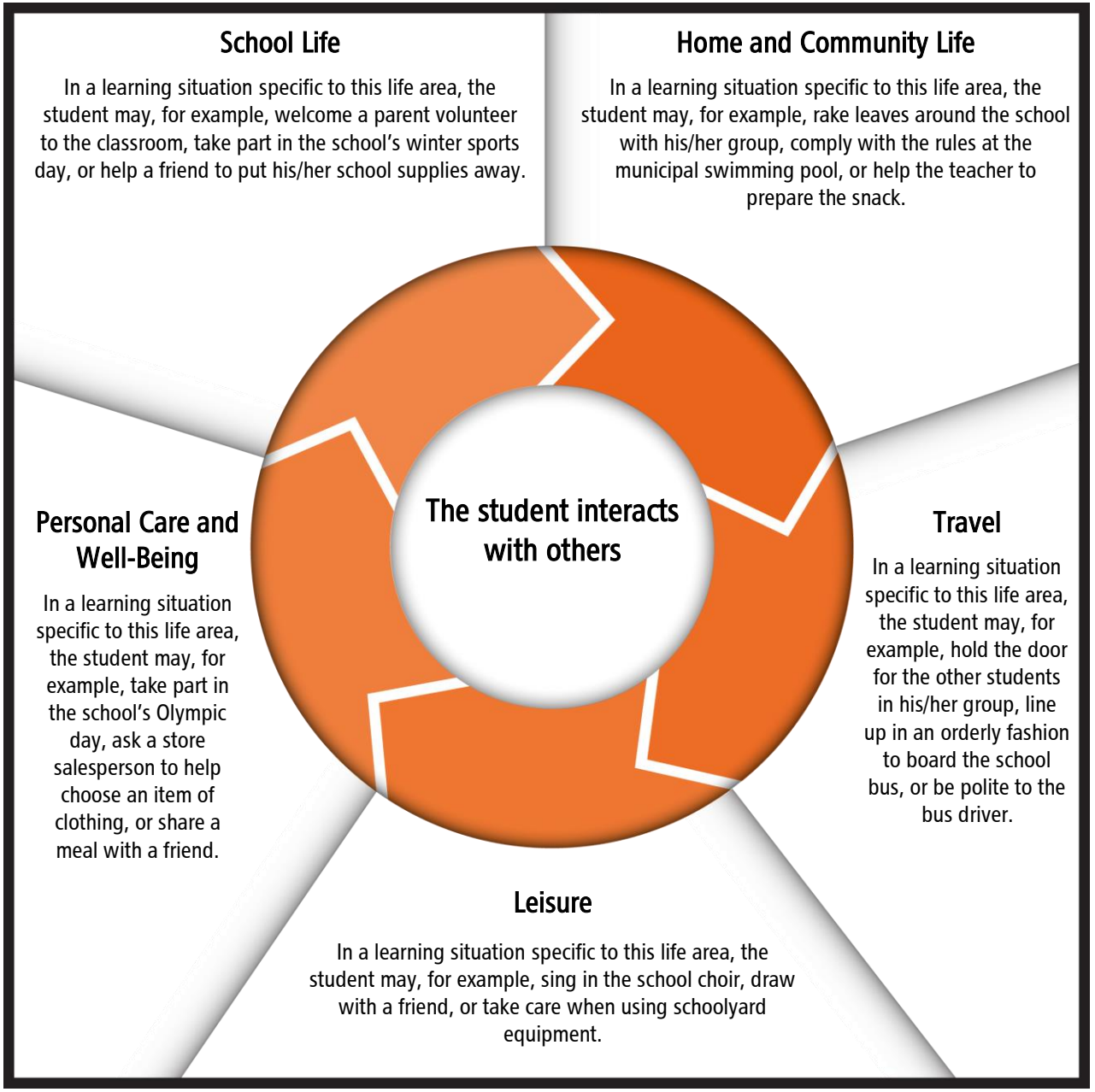



**FIGURE 5** – Connections Between the Life Areas and Competency 3

# COMPETENCY 4 – Acts methodically

## Focus of the Competency

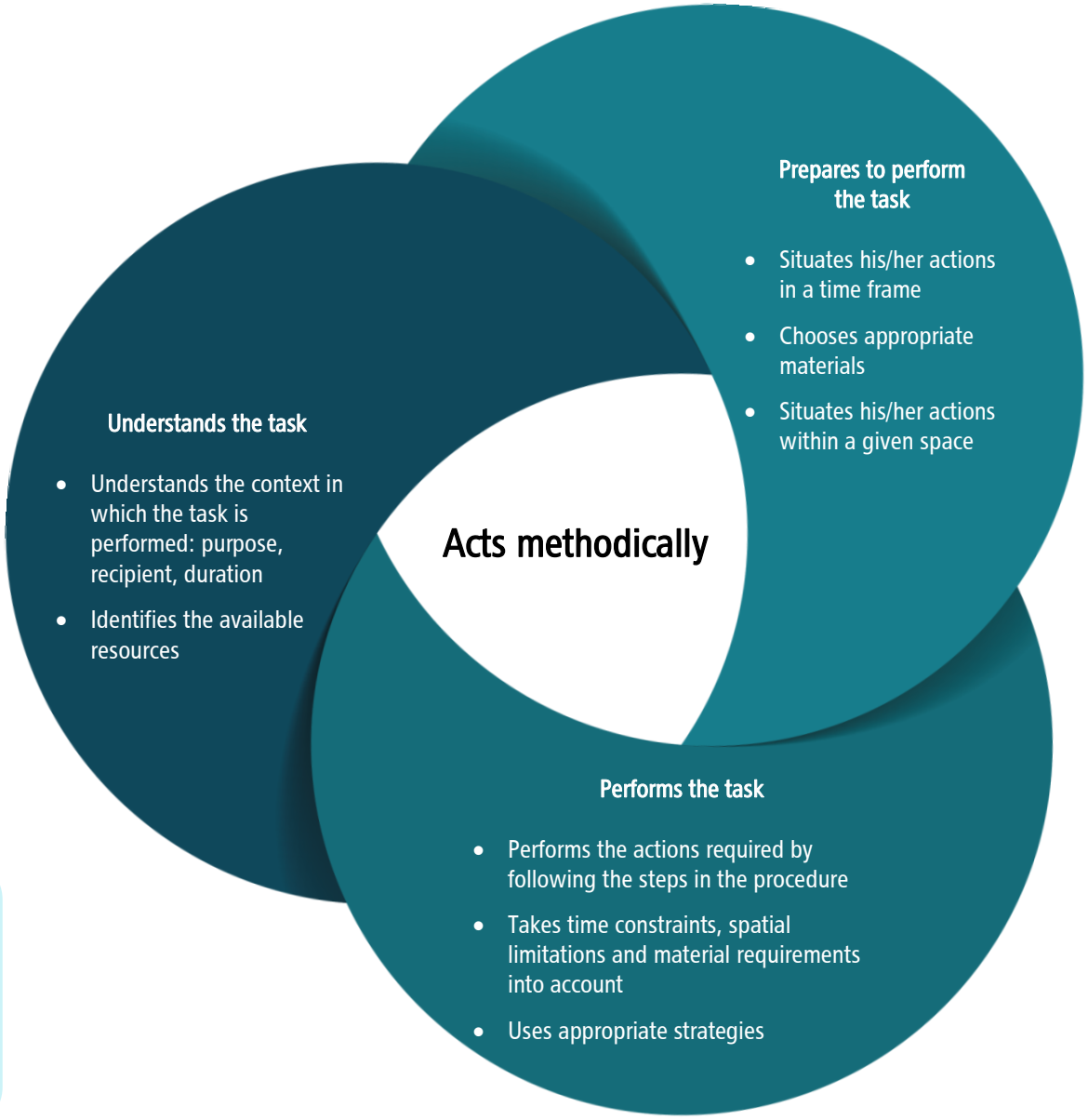
Acting methodically involves using appropriate means and available resources to carry out a project or perform a specific task. At school and in other areas of their lives, students will have many opportunities to perform and complete different tasks. To do this, they must gradually learn effective procedures composed of different steps and based on the background knowledge they have acquired. Other aspects to work on with the students include understanding the purpose of a task, learning to manage time, and taking space and resources into consideration. The amount of information required will vary according to the complexity of the task. Some tasks may be performed using alternative strategies or procedures that have been adjusted to the students' abilities. By developing the competency to act methodically, students can be more active in their learning and more independent when performing tasks that have been planned in advance. The capacity to act methodically may also have a significant impact on the students' success at school and social participation.

School provides students with opportunities to perform tasks of varying complexity, ensures that they have the knowledge and skills required to act methodically, and allows them to learn the procedures they need. The teacher helps the students to understand the context in which the task must be performed (e.g. purpose, intended recipient, duration). For example, the students are told that they will make a card (task) to express affection for their mothers on Mother's Day, in two weeks' time. The teacher shows them how to gather the materials they need, and to perform the task by applying the steps in the procedure and taking into account any spatial limitations or time constraints. If the steps are always the same for a particular task, the procedures may be routine and the students can follow them automatically (e.g. washing their hands at school, changing their clothes before going to physical education class, using lip balm). However, some procedures are more complex and may require the students to ask questions and make choices at certain steps. In this case they must use appropriate knowledge or strategies to adjust to the specific situation (e.g. pay for a snack, produce an art project for their parents, or use email to send a message to a friend). In addition, all the school subjects play a role in developing this competency, and some of the procedures or approaches learned by the students can subsequently be reused in different situations. By performing a task successfully and becoming more independent, students are able to enhance their sense of self-efficacy.

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

# COMPETENCY 4 – Acts methodically

## Key Features and Evaluation Criteria




**Evaluation Criteria**

- Adequate understanding of the task
- Proper preparation for performing the task
- Effective performance of the task

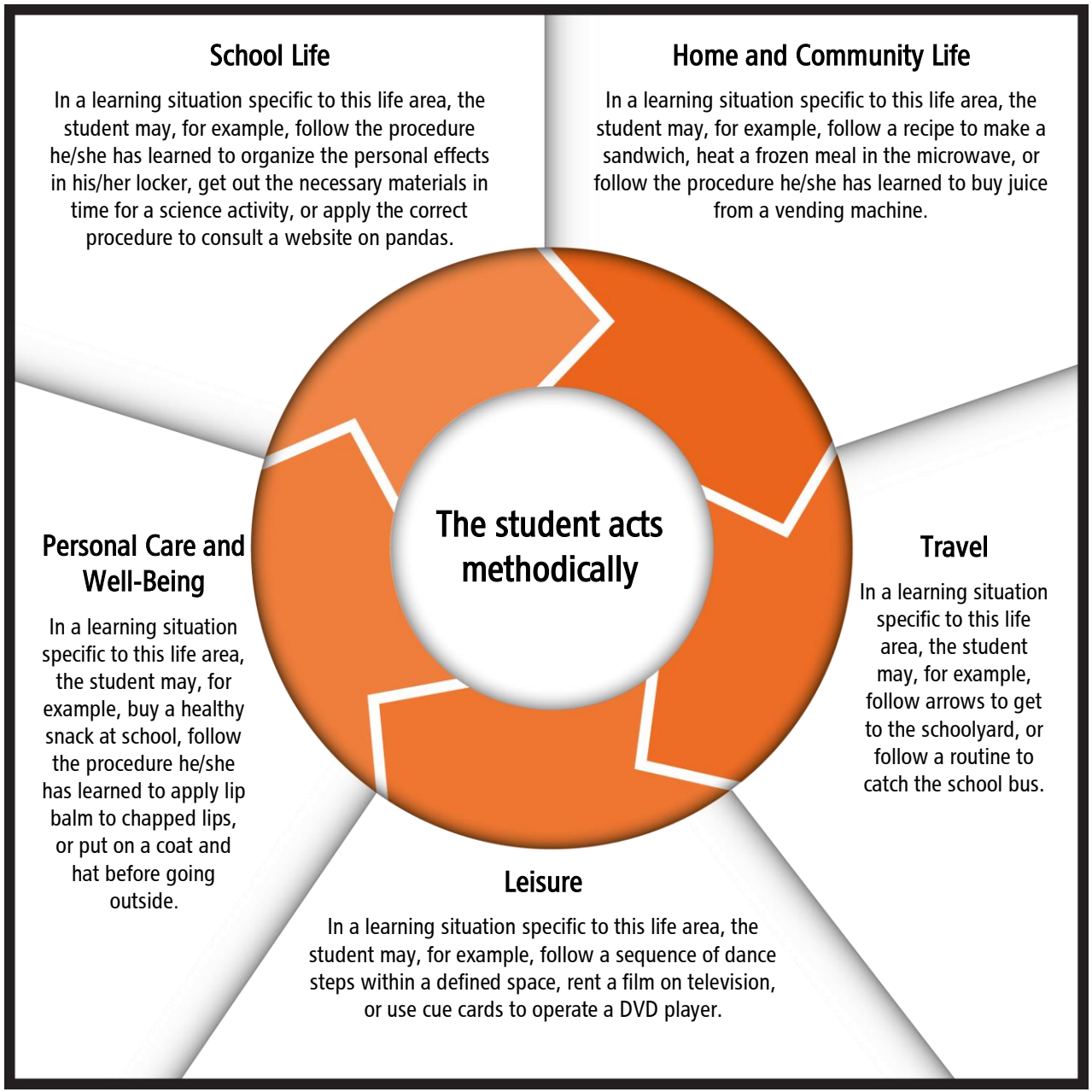



**FIGURE 6** – Connections Between the Life Areas and Competency 4

# COMPETENCY 5 – Acts in a safe manner

## Focus of the Competency

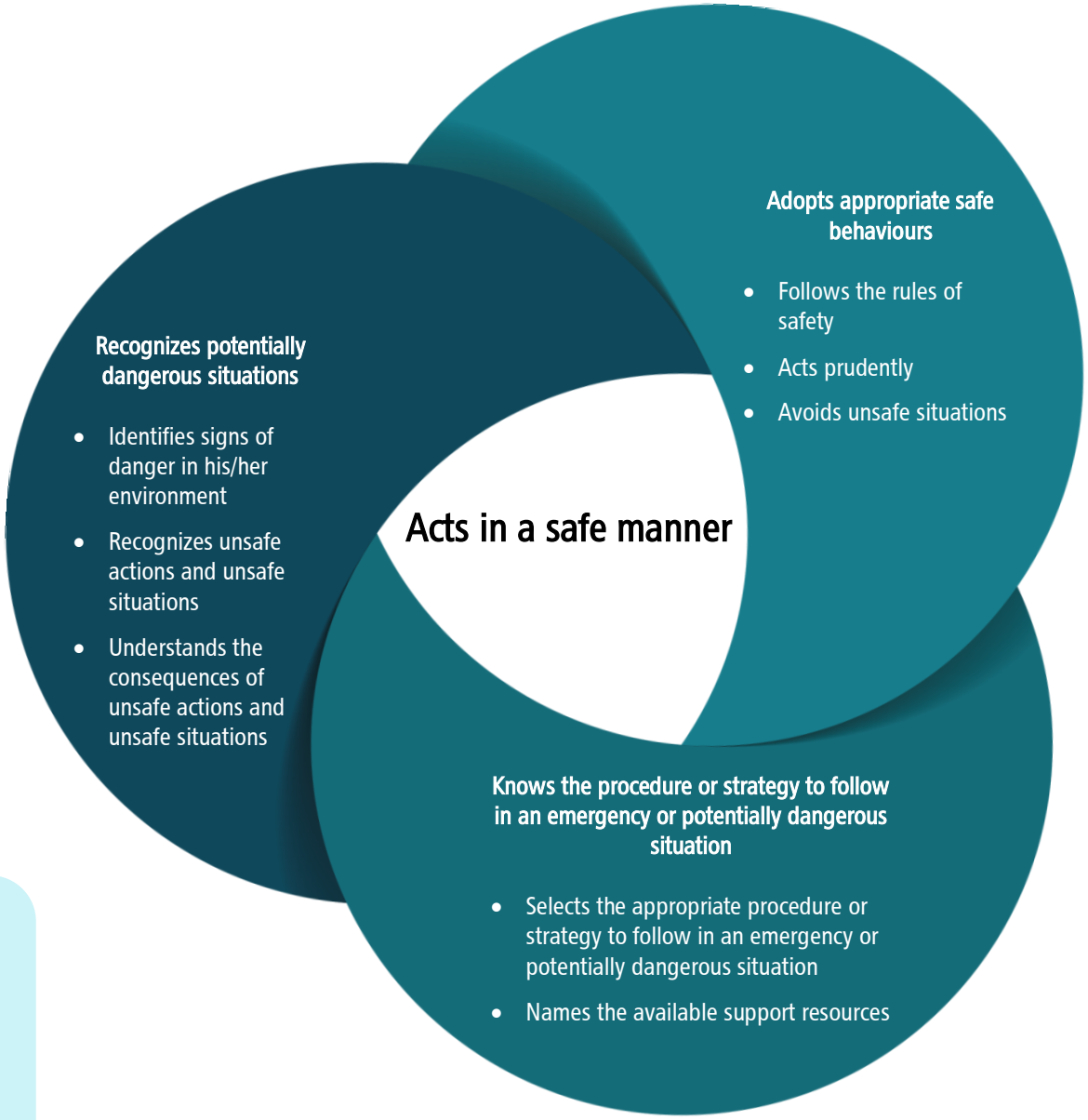
Acting in a safe manner involves adopting safe behaviours and being able to react appropriately in emergencies or potentially dangerous situations. At school and in their other living environments, students must feel secure. They must gradually learn to act in a safe manner at school, and then adopt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

The school must oversee the physical and psychological safety of the students, and must take into account their vulnerability factors. Although the school environment may be safe, structured activities designed to provide information, raise awareness and set examples are needed to equip the students with the tools they need to act appropriately in situations that may compromise their safety. Based on the students' ages and abilities, the teacher helps the students to identify potentially dangerous situations by teaching them to recognize unsafe actions, unsafe situations and signs of danger. An *unsafe action* is a movement of the body that may be risky or dangerous to oneself, another person or property (e.g. pointing scissors at someone, eating glue, taking a dish from the oven without protection, pushing someone, throwing an electronic tablet onto the floor). An *unsafe situation* occurs when the student finds himself/herself in circumstances that may pose a risk (e.g. following a stranger, leaving his or her wallet on a bench, giving his or her telephone number or address to a stranger, crossing the road without looking both ways, leaving school without permission). *Signs of danger* are recognizable and are an indication of something out of the ordinary (e.g. smoke coming out of the oven, a hole in the street, an icy sidewalk, lightning, an unusual smell). The teacher will ensure that the students are familiar with safety rules. In this way, they will gradually learn to behave in a safe manner in the places they visit, while they are travelling, when performing everyday activities and around strangers. In an emergency requiring quick action, or when signs of danger are present, students will be familiar with the procedure or strategy to follow.

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

# COMPETENCY 5 – Acts in a safe manner

## Key Features and Evaluation Criteria




**Evaluation Criteria**

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

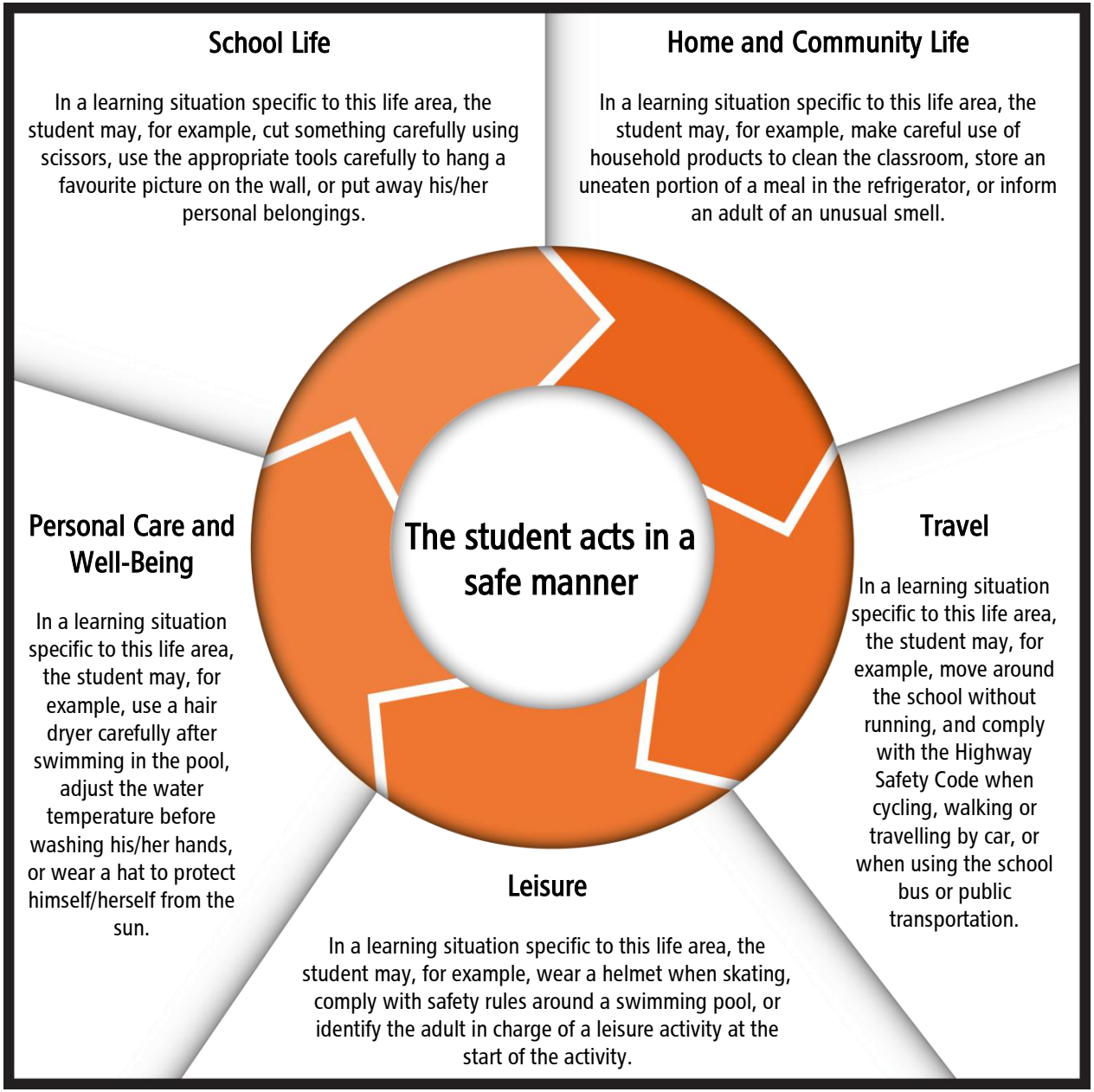


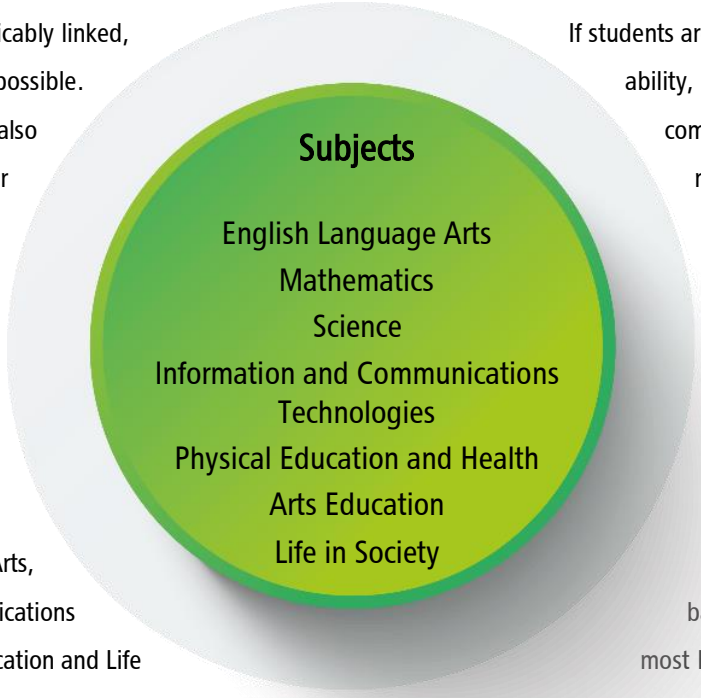

**FIGURE 7 –** Connections Between the Life Areas and Competency 5

CHAPTER 3

# Learning Elements for Each Subject

## Introduction

The role of the school is to help students with moderate to severe intellectual disabilities broaden and expand their knowledge gradually, and develop the five competencies of the CASP-I Education Program so that they can become more autonomous and participate more actively in society. The development of competencies and acquisition of knowledge are inextricably linked, and tasks should therefore reflect real life as closely as possible. Activities that specifically target knowledge are also needed. They may take the form of exercises and occur at different stages of a learning situation. The exercises should allow students to acquire the knowledge they need to develop competencies. They are relevant if students can make connections between the exercise and the task for which they must apply a competency.




The program covers seven subjects: English Language Arts, Mathematics, Science, Information and Communications Technologies, Physical Education and Health, Arts Education and Life in Society. Depending on the subject, the content may include knowledge, skills, strategies, processes or techniques. Clarifications or examples are provided in parentheses or next to bullet points to help the teachers understand certain learning elements. The learning elements are resources that the students can use to act effectively in different situations. The list of these elements is extensive, given the broad age range of the students (6 to 15) and the variations in their cognitive skills (moderate to severe intellectual disabilities).

If students are to be able to participate in society to the best of their ability, it is important to put the emphasis on acquiring communication skills, number skills, time and money management skills and spatial management skills (orientation and travel).[39] In this chapter, the learning elements that refer to these skills and those that also play a role in developing social participation are shown in bold. It is important to work on them throughout the students' time at school.

The learning elements to be targeted are not prescribed. They are chosen carefully by the teacher, based on the student's needs and abilities, as being the most likely to support the development of the competencies during a given period. In the introduction to each subject, examples are given to illustrate the connections between the learning elements and the competencies. In situations specific to everyday life, it is often necessary to take learning elements from several subjects.

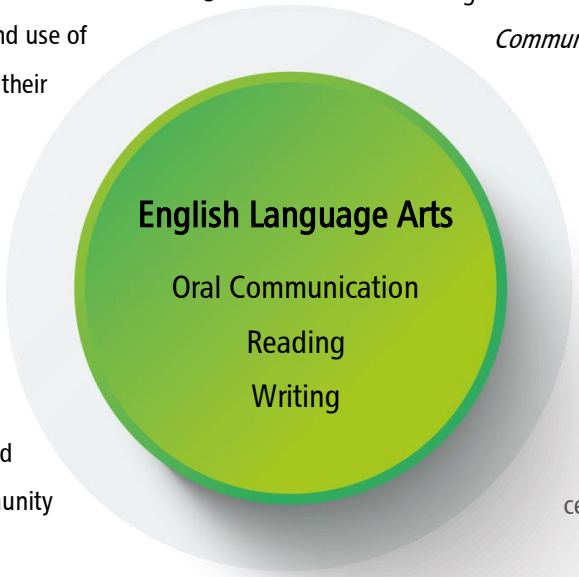
39. Lise Saint-Laurent, *L'éducation intégrée à la communauté en déficience intellectuelle*, 1994; Québec, Ministère de l'Éducation, *Programmes d'études adaptés: Français, mathématique, sciences humaines – Enseignement primaire*, 1996; Québec, Ministère de l'Éducation, *Programmes d'études adaptés avec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

# English Language Arts

## English Language Arts

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

School contributes significantly to language learning by providing students with multiple opportunities to express their ideas, feelings or needs. It is by developing their language skills as fully as possible that students will gradually learn to make choices and decisions, express their opinions, lead an active life in school and society, integrate into their community and, ultimately, join the workplace.




In their daily lives, students have many opportunities to learn to speak, read and write English. The use of different life areas can also help to make learning more meaningful to students. Students may, for example:

- write a birthday card to a friend (*School Life)*
- follow directions to get somewhere (*Travel)*
- understand the instructions for a game (*Leisure)*
- express pain clearly (*Personal Care and Well-Being)*
- recognize the name or logo of a commercial establishment (*Home and Community Life)*

Some students communicate through speech. Others may find it hard to understand or make themselves understood, and may use assistive technology for oral communication.[40] In the context of differentiated instruction, the teacher takes into account individual differences and provides for accommodations to make the English Language Arts content more accessible to certain students.

The purpose of acquiring learning elements in English Language Arts is to develop the students' full linguistic potential in terms of oral communication, reading and writing. Oral communication includes the development of common and useful vocabulary as well as the acquisition of essential knowledge and the strategies to participate in different interaction contexts. Learning to read involves recognizing and identifying words or pictograms and their meaning.

40. Service national du RÉCIT en adaptation scolaire, http://recitadaptscol.qc.ca (consulted January 14, 2014).

Students learn to understand different types of texts and to use common sources of information for learning and leisure. When learning to write, they are taught sentence-related techniques and knowledge. They learn to use writing strategies to write personal, functional words and short texts. Where necessary, they can use assistive technology for reading or writing.

Depending on the situation, the teacher must select the learning elements most likely to support the development of a competency, based on the student's needs and abilities. For example:

- The teacher wants to help the students develop the competency *Communicates* through an activity in which they will write down the list of ingredients for a recipe. The teacher selects the learning element "Uses a pencil, a computer or assistive technology to write words, a sentence or a short text" and, because of the students' limited motor skills, decides to use a computer.
- The teacher observes that the students find it hard to identify future activities or friends' birthdays on the calendar. To help them develop the competency *Uses information*, the teacher selects the following two learning elements: "Knows the pictograms used in the classroom" and "Instantly recognizes, on posters or flash cards, words that are used frequently in speech or text" to explore information from the calendar.

In the tables that follow, the learning elements shown in bold are those that contribute the most to the development of social participation. It is important to work on them throughout the students' time at school.

# Oral Communication

## Oral communication interactions

- **Expresses his/her understanding using a word, phrase, gesture, action or assistive communication technology**

- **Demonstrates lack of understanding to the interlocutor** (e.g. by asking the interlocutor to repeat the message, using non-verbal language, asking questions, or asking the interlocutor for clarification)

- **Expresses purpose in a variety of communication situations by:**
  - expressing needs, feelings, preferences, opinions or ideas
  - sharing information
  - telling a story or describing an event
  - other

- **Uses vocabulary appropriate to the context**
  - common words in his/her environment (e.g. names of family members, objects or animals)
  - essential words (e.g. help, bathroom, stop, police, fire)
  - new words learned in class

- **Expresses a message that can be understood**

# Oral Communication

## Oral communication interactions (Cont.)

- **Follows the basic rules of oral communication by:**
  - using standard greetings
  - waiting his/her turn to speak
  - staying an appropriate distance from another person
  - turning to face the person who is speaking
  - paying attention to another person's non-verbal language
  - using appropriate non-verbal language (e.g. gesture, facial expression, body language)
  - other

- Develops strategies to participate in different interaction contexts by:
  - adopting an open attitude
  - starting a conversation (e.g. word, gesture, sentence)
  - talking about different subjects
  - clarifying his/her message when needed
  - speaking to a variety of people: familiar and unfamiliar
  - respecting the conversation topic
  - being attentive to the other person
  - asking questions
  - responding to ideas expressed in a conversation
  - ending the conversation (e.g. word, gesture, sentence)

# Oral Communication

## Oral communication interactions (Cont.)

- Develops strategies to adapt to different interaction contexts by:
  - adjusting his/her pronunciation, volume and flow
  - taking into account the other person's verbal or non-verbal reactions
  - adapting his/her message to the context (e.g. chat, group discussion, pairs)
  - adapting his/her message to a particular audience (e.g. friend, parent, school staff, stranger)

# Reading

## Knowledge of pictogram and word meanings

- **Knows the pictograms used in the classroom**
- **Knows the meaning of pictograms used in public places** (e.g. restaurant logo, public washroom symbol, prohibition signs in a public space)
- **Understands the meaning of common, functional words** (e.g. his/her own choice of words, theme- or project-related, from a book, useful in his/her environment)

## Word recognition and identification strategies

- Recognizes the names and the sounds of the letters of the alphabet: small letters and capital letters
- Demonstrates phonological awareness by identifying:
  - initial phoneme
  - phonemic blending
  - phonemic segmenting
- Identifies graphemes in words and connects them to the sound they represent
- **Instantly recognizes, on posters or flash cards, words that are used frequently in speech or text** (e.g. students' first names, words referring to objects that are labelled in the classroom)
- **Recognizes, in their context, words that are used frequently in speech or text**
- Decodes words with a simple syllabic structure (consonant-vowel) or words that are easy and used daily

# Reading

## Comprehension strategies

- Looks at the cover page, title and illustrations
- Identifies his/her reading purpose
- Makes connections between the text and his/her previous knowledge and experiences
- **Identifies known words in a sentence or a short text**
- **Identifies important information in a sentence or a short text** (e.g. subject being discussed, meaningful words)
- Identifies new words and their meaning by using different cues (e.g. first syllable of the word, word before and after, general meaning of the sentence or the text)
- Uses illustrations to help make sense of the text
- Uses a reading tool to understand a text (e.g. voice synthesizer)
- Shares personal impressions after reading (e.g. says what he/she liked or did not like)
- Identifies the signs that mark the beginning and ending of a sentence: capital letter, period, question mark
- Uses a variety of reference tools to understand a text (e.g. sound cards, voice synthesizer, word image, flash cards, pictogram, dictionary or electronic dictionary)
- Asks others for help to understand a text

# Reading

## Text-related knowledge

- Understands the usefulness of various texts (e.g. book of photographs, cartoon, story, informative text)
- **Understands the usefulness of different sources of information** (e.g. calendar, schedule, leaflet, magazine, menu, itinerary, website)
- Identifies different elements of a text
  - subject: "What is the text about?"
  - purpose: "Why was the text written? For what purpose?"
  - recipient: "For whom is the text intended?"
- Explores different ways to organize ideas (e.g. time sequence, sequence of actions, grouping according to a specific characteristic)
- Identifies the three parts of a short text: beginning, middle, end

# Writing

## Techniques

- Leaves regular spaces between letters
- Leaves a space between words
- Uses a font appropriate to the project or task
- **Uses a pencil, a computer or assistive technology to write words, a sentence or a short text**

## Sentence-related knowledge

- Writes the letters of the alphabet
- **Writes his/her first and last names**
- **Writes personal and common words**
- Writes words related to topics seen in class
- Forms a sentence respecting sequence (e.g. "Who does what?" "How?" "Where?")
- Begins a sentence with a capital letter
- Ends a sentence with a period

## Planning strategies

- Identifies his/her purpose
- Identifies the recipient
- Chooses the topic or theme
- Specifies the context

# Writing

## Writing strategies

- Chooses words from a word bank that best reflect his/her purpose
- **Copies a short message by using a model**
- Uses a model to write a sentence or short text
- **Uses a word bank to write a sentence or short text**
- Uses visual references to decide the order of words in a sentence
- Reviews his/her sentence or text to make sure it makes sense
- Reviews his/her text to make sure it includes the three parts: beginning, middle, end

## Correction strategies

- Uses a correction tool (e.g. word bank, word processing spell-checker)
- Asks an adult to reread his/her text

# Mathematics

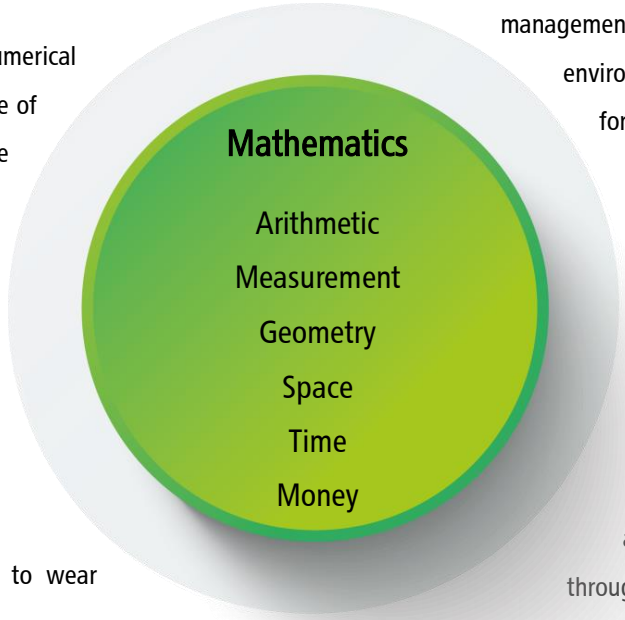
## Mathematics

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

Students are exposed to a great deal of information in numerical form and must therefore learn to decode and process it. Use of the life areas will make the learning more meaningful to the students. The students may, for example:

- look at the timetable displayed in the classroom to see what time class starts (*School Life*)
- find an address (*Travel*)
- play cards (*Leisure*)
- read the temperature and decide what clothes to wear (*Personal Care and Well-Being*)
- pay for an item in a store (*Home and Community Life*)

Given the prevalence of numerical information all around them, it is important for students to be familiar with the type of mathematical language used in everyday life. To achieve this, they must learn to use information from different areas of mathematics, including arithmetic, measurement, geometry, space, time and money.




Arithmetic involves learning numerical skills such as identifying numbers, making sets of objects, recognizing the ordinal aspect of numbers and using a calculator to perform operations on numbers. Measurement involves the knowledge and strategies that students need to measure temperature, mass, volume and length. Geometry deals with plane figures and solids. As the students acquire learning elements in spatial management, they are better able to understand how their environment is organized, which is helpful when travelling. As for the learning elements concerning time management, they introduce the students to basic concepts that will allow them to use time management instruments effectively. Lastly, the money management learning elements will help the students to develop payment strategies and skills.

Since mathematical operations require a certain amount of abstraction, they must therefore be taught through real, varied and meaningful activities, and students must be given alternative strategies to help overcome the subject's inherent complexity.

Depending on the situation, the teacher must select the learning elements most likely to support the development of a competency, based on the student's needs and abilities.

For example:

- The teacher chooses to work on the competency *Acts in a safe manner* so that the students know what to do in an emergency, and chooses the learning element "Recognizes written numbers from 0 to 9," so that students learn to dial "9-1-1" on a telephone.
- The teacher decides to prepare a dish with the students, using a recipe, and takes advantage of the opportunity to work on the competency *Acts methodically*. Emphasis is placed on the following two learning elements: "Knows the vocabulary and symbols for the conventional units normally used to measure volume" and "Measures volume using common measurement tools." The students then learn to measure the ingredients listed in a recipe.

In the tables that follow, the learning elements shown in bold are those that contribute the most to the development of social participation. It is important to work on them throughout the students' time at school.

# Arithmetic

## Number sense and number use

- **Recognizes written numbers from 0 to 9** (e.g. "Show me the number 3." "What is this number?")
- Recognizes the numbers from 10 to 100
- Rote counts up to 9
- **Recognizes written numbers in his/her environment** (e.g. television channels, bus numbers)
- **Writes the numbers from 0 to 9**
- Writes the numbers from 10 to 100
- **Counts objects from 1 to 9** (e.g. "How many pencils are on the table?")
- **Makes sets of objects** (e.g. "Can you give me three pencils?")
- Represents a number in different ways (e.g. real objects, drawings, written in number form, written in word form)
- Sorts objects based on a common property (e.g. colour, size, shape, weight, texture)
- Compares two groups of objects formed of equal quantities using one-to-one correspondence
- Compares collections of objects using appropriate vocabulary (e.g. equal to, has the most, has the least)
- Arranges collections of objects in order: increasing order, decreasing order
- Knows the terms associated with the ordinal aspect of natural numbers (e.g. first, second, last)
- Recognizes fractions relating to everyday situations: 1/4, 1/3, 1/2, 2/3, 3/4

# Arithmetic

## Number sense and number use

- **Understands the meaning of addition (adding)**
- **Understands the meaning of subtraction (taking away)**
- Solves simple problems involving addition
- Solves simple problems involving subtraction
- Chooses the appropriate operation to solve simple problems
- Uses the basic functions of a calculator (e.g. keys 0 to 9, +, -, x, =, on, off, C, CE or AC for a correction)
- **Uses the calculator or another technological tool to perform operations involving numbers**

# Measurement

## Length

- Knows the common tools used to measure length (e.g. ruler, metre stick, measuring tape)
- Knows the vocabulary and symbols for the conventional units normally used to measure length
  - millimetre (mm)
  - centimetre (cm)
  - metre (m)
  - kilometre (km)
- Reads a measurement of length on different tools
- Measures lengths using conventional units
- Measures lengths using unconventional units
- Compares objects of different length using the appropriate vocabulary (e.g. longer, shorter, bigger, smaller)

## Temperature

- Knows about different types of thermometers and their purpose (e.g. cooking, body temperature, outdoor temperature)
- Knows the vocabulary and symbol for degrees Celsius (°C)
- Reads the temperature on different types of thermometers
- **Uses reference points to understand the temperature shown on a thermometer or electronic device**

# Measurement

## Volume

- Knows the common tools used to measure volume (e.g. measuring cup, teaspoon, tablespoon)
- Knows the vocabulary and symbols for the conventional units normally used to measure volume
  - litre (l)
  - millilitre (ml)
  - cup (c)
  - teaspoon (tsp)
  - tablespoon (tbsp)
- Reads a measurement of volume on different tools
- Measures volume using common measurement tools

## Mass

- Knows the common tools used to measure mass (e.g. kitchen scale, bathroom scale)
- Knows the vocabulary and symbols for the main conventional units used to measure mass
  - gram (g)
  - kilogram (kg)
  - pound (lb)
- Reads a measurement of mass on different tools
- Measures mass using common measurement tools

| Geometry |
| --- |
| Plane figures |
| - Recognizes plane figures (e.g. square, rectangle, triangle, circle) |
| - Compares plane figures |
| - Reproduces plane figures |
| Solids |
| - Recognizes solids (e.g. sphere, cone, cube, cylinder, pyramid) |
| - Compares solids |
| - Constructs solids |

# Space

## Spatial management

- **Knows the vocabulary relating to space** (e.g. in front of, behind, beside, close to, far from, between, to the left, to the right, opposite, on the same side, over, under, outside, inside)
- Uses the vocabulary relating to space to determine the position of a person, object or place
- Names objects that may serve as reference points in the classroom
- Names reference points in his/her environment
- Describes an itinerary to get from one place to another
- Uses reference points to travel around the community
- Uses methods to locate himself/herself within the community (e.g. map, simple diagram, plan, personal guidance system or GPS system)
- Identifies a geographic location on a globe or map, or using a software application (e.g. country, city)
- Places an object in its designated place
- **Organizes his/her work space**
- Is aware of the utility of organizing his/her work space
- Develops strategies to deal with unexpected spatial management situations that arise, such as:
  - having difficulty finding a point of reference
  - forgetting the itinerary or plan
  - getting lost while out walking

# Time

## Time management

- **Knows the tools used to measure time** (e.g. digital clock or watch, timetable, agenda, calendar, timer, clock)
- **Understands the vocabulary relating to time**
  - Now, before, after, morning, mid-morning, noon, afternoon, evening, night
  - Today, tomorrow, yesterday, this week, next week, last week, weekend, day off, this month
  - Day, hour, minute, second
- **Reads the time on different devices** (e.g. digital watch, alarm clock, microwave, television)
- **Recognizes digital time displays**
- Associates activities with a daily, weekly, monthly or annual cycle (e.g. music lesson once a week, shower every day)
- **Uses tools to situate himself/herself in time**
- Situates an event along a continuum of time (e.g. holiday, public holiday, outing, the present time)
- Develops strategies to deal with unexpected time management situations that arise, such as:
  - having to adapt to a change of time for an activity
  - forgetting an activity in his/her agenda
  - waking up late to go to school
  - forgetting a birthday or other important event
  - having a broken digital clock or watch
  - needing to reset a digital clock or watch (e.g. power outage, time change, low battery)

# Money

## Money management

- Knows the goods and services that must be paid for
- **Distinguishes the $1 coin from other coins**
- Distinguishes the $10 bill from other bills
- **Develops strategies and skills that ensure prudence when paying for items**
  - places items on the counter
  - gets out wallet and opens it
  - identifies the price to be paid on the cash register
  - pays efficiently
    - an amount between $0.01 and $9.99
    - an amount between $10.00 and $99.99
  - puts his/her wallet away safely
  - takes the items that were purchased
  - thanks the sales clerk and says goodbye
- Develops strategies to deal with unexpected money management situations that arise, such as:
  - not having enough money
  - losing his/her wallet
  - forgetting an item he/she is supposed to buy, leaving his/her purchases or wallet behind at a store
  - leaving a store without paying
  - having difficulty identifying the amount to be paid
  - not handing over the right amount
  - being subjected to inappropriate behaviour by another person

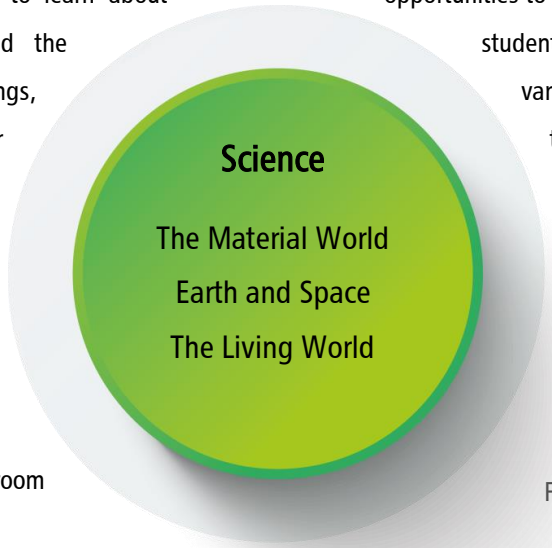
# Science

## Science

In the CASP-I Education Program, science is used to study the world in which the students live. Scientific development is everywhere, and students need to know about it if they are to be able to participate fully in society. It is important for them to develop a gradual understanding of natural phenomena and manufactured objects.

In their everyday lives, students have many opportunities to learn about elements relating to science. They need to understand the environment in which they live by learning ways of doing things, discovering how to use tools and observing phenomena in their immediate environment. Use of the life areas will make learning more meaningful to the students. For example, they may:

- share their observations about a plant (*School Life*)
- check the weather before going to the park (*Travel*)
- share responsibility for looking after a pet in the classroom (*Leisure*)
- use a microwave correctly to heat a meal (*Personal Care and Well-Being*)
- use household products correctly (*Home and Community Life*)




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

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

Depending on the situation, the teacher must select the learning elements most likely to support the development of a competency, based on the student's needs and abilities.

For example:

- To encourage the students to dispose of their garbage responsibly, the teacher decides to work on the development of the competency *Acts methodically* so that students can clean off their trays after lunch. To do this, the teacher selects the following two learning elements: "Recognizes the characteristics of waste" and "Recognizes recycling pictograms."
- The students learn to use a cleaning product in order to clean their work space after an art class. The teacher selects the learning element "Uses common household

products properly" to help the students develop the competency *Acts in a safe manner*.

In the tables that follow, the learning elements shown in bold are those that contribute the most to the development of social participation. It is important to work on them throughout the students' time at school.

# The Material World

## Technical objects

- Uses a variety of common technical objects
  - simple measuring tools (e.g. dropper, scale, thermometer)
  - simple observation tools (e.g. magnifying glass, binoculars)
  - electronic devices (e.g. television, radio, digital music player)
  - carpentry tools (e.g. pliers, screwdriver, hammer, simple jig)
- Handles technical objects safely

## Household products

- Knows the purpose of a household product (e.g. dishwashing detergent for washing the dishes, laundry detergent for washing clothes)
- Uses common household products properly
  - correct quantities
  - appropriate use
- **Recognizes products that may be dangerous** (e.g. toxic substances, explosives, corrosive substances, medication)
- **Recognizes pictograms associated with danger**

## Characteristics of objects

- Classifies objects according to their characteristics (e.g. shape, weight, size, colour, texture, odour, buoyancy, absorption, permeability)
- Recognizes some characteristics (e.g. texture, hardness) of natural elements (e.g. wood, stone, earth, water, air, fire)

# The Material World

## Ecological actions

- Understands the impacts of consumer habits on the physical and human environment
- Understands eco-responsible behaviour (e.g. switching off lights, salvaging, recycling, saving water, lowering the heating)
- Recognizes the characteristics of waste
  - recyclable waste
  - compostable waste
  - garbage
- Recognizes recycling pictograms
- Places recyclable waste in the appropriate container
  - at school
  - at home
  - in a public place

# Earth and Space

## Climate

- Describes temperature-related sensations (e.g. hot, cold, warm)
- Recognizes different weather conditions (e.g. sunny, cloudy, rainy, stormy, windy)
- Describes the different types of precipitation (e.g. rain, snow, hail, freezing rain)
- Uses a variety of weather information sources (e.g. Internet, radio, television, digital application)
- Understands weather-related pictograms
- **Associates weather conditions with appropriate items of clothing**
- Knows the four seasons
- Describes the changes that occur during the seasons (e.g. leaves changing colour, changes in light, changes of temperature)
- Knows the effects of different type of weather on health (e.g. sunburn, chilblain, cold, electrocution by lightning)
- Knows what to do to prevent weather-related health problems (e.g. using sunscreen)
- Develops strategies to deal with unexpected weather-related situations that arise, such as:
  - snowstorms
  - heavy rain
  - thunderstorms
  - significant variations in temperature

## Solar system

- Knows the main components of the solar system (e.g. Earth, moon, sun, planets, stars)
- Knows the different phases of the moon (e.g. full moon, quarter moon, new moon)

# The Living World

## Characteristics of living things

- **Knows the external parts of the body** (e.g. head, back, arm, leg, neck, hand, foot, skin)
- Knows the internal parts of the body (e.g. lungs, heart, muscle, stomach)
- Recognizes some personal physical characteristics (e.g. short hair, blue eyes)
- Discovers sensations through the senses (e.g. sight, hearing, smell, taste, touch)
- Explains the sensory function of certain parts of the body (e.g. skin, eye, nose, ear, mouth)
- Names some physical similarities and differences between boys and girls (e.g. female body, male body, genital organs)
- Knows some of the basic needs of humans, plants and animals (e.g. air, water, food, habitat, light)
- Knows the life cycle stages of living things (e.g. birth, growth, death)
- Knows the main functions of living things (e.g. growth, locomotion, nutrition, reproduction)
- Classifies living things according to whether they are from the animal or plant kingdoms
- Classifies animals into different categories (e.g. birds, mammals, reptiles, fish, insects)
- Classifies animals according to different characteristics (e.g. fur, feathers, scales, habitat, means of locomotion)
- Describes how an animal lives (e.g. habitat, diet, reproduction, predation, camouflage)
- Identifies the parts of a plant (e.g. root, stem, leaf, flower, fruit, seed)
- Names examples of how living things are used for consumption (e.g. meat, vegetables, wood, leather)

# The Living World

## Diet

- Knows the recommendations of Canada's Food Guide in terms of healthy food choices (e.g. eat plenty of vegetables and fruits, whole grain foods and protein foods, choose water over other drinks)
- Knows the recommendations of Canada's Food Guide in terms of healthy eating habits (e.g. be mindful of personal eating habits, cook more often, enjoy food, eat meals with others)
- Knows different types of meals and the associated foods (e.g. breakfast, lunch, dinner, snack)
- Knows the consequences of excessive consumption (e.g. stomach ache, dental problems, weight gain)
- Develops his/her personal tastes and preferences by trying new foods

## Environment

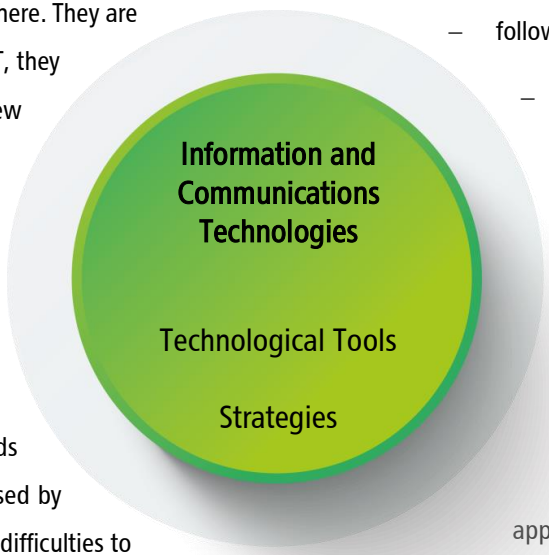
- Observes different habitats or living environments (e.g. countryside, seaside, mountains, forest, lakes, rivers, city)
- Observes examples of human constructions (e.g. houses, roads)

# Information and Communications Technologies

## Information and Communications Technologies (ICT)

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

Students are part of a society in which technology is everywhere. They are therefore interested in and motivated to use it. By using ICT, they are able to communicate more easily with others, acquire new knowledge and be more open to the outside world. They can also perform tasks that would be difficult if they did not have the benefit of technology. Because of this, ICT are a stimulating and motivating means of ensuring students' success, allowing them to develop self-determined behaviours and a sense of self-efficacy. In addition, ICT provide teachers with a gateway to new teaching methods that will support learning. Thus, "assistive technology is used by students with handicaps, social maladjustments or learning difficulties to help them carry out a task that they would not be able to accomplish otherwise or would only be able do so with difficulty."[41] It is important to consider the characteristics of students with intellectual disabilities when choosing the technology to which they will have access. For example, it must be user-friendly, so that students can obtain information easily, and it must also support the students' understanding.




Information and communications technologies are present in every sphere of human activity, including school life, consumption, leisure activities and social relationships, and have direct connections to the program's life areas. The students may, for example:

- use a technological communication aid for self-expression (*School Life*)
- follow GPSinstructions (*Travel*)
- take photographs with a smart phone (*Leisure*)
- follow a tooth brushing routine, using an electronic reminder (*Personal Care and Well-Being*)
- search for a muffin recipe on the Internet (*Home and Community Life*)

The learning elements for this subject are designed to help the students to use technological tools such as computers, information processing and communications tools, software applications, smart phones, electronic tablets and electronic games. To do this, they must develop appropriate technological vocabulary and master certain procedures and techniques. They must also acquire strategies to help make appropriate choices and use the tools safely. They can then apply what they learn to the other subjects in the program.

41. Service national du RÉCIT en adaptation scolaire, http://recitadaptscol.qc.ca (consulted January 26, 2017). [*Translation*]

The students acquire the learning elements they need to use ICT functionally, as an integral part of their everyday life, within a technology-rich environment focused on education. The technologies themselves serve as physical and cognitive adaptations that help to mitigate the disabling situation of students with intellectual disabilities, allowing them to participate to a greater extent in community living, and also to become more self-determined.

Depending on the situation, the teacher must select the learning elements most likely to support the development of a competency, based on the student's needs and abilities.

For example:

- The teacher wants to show the students how to play an educational game on an electronic tablet as an opportunity to develop the competency *Acts methodically*. The following two learning elements are chosen: "Uses a touch screen" and "Uses the basic functions of an electronic tablet."
- A student wants to learn more about a favourite animal and chooses a video about cats as an information source. The teacher selects the learning element "Uses the basic functions of a computer" to help the student exercise the competency *Uses information.* The student will learn to use the computer in order to watch the video about cats.

In the tables that follow, the learning elements shown in bold are those that contribute the most to the development of social participation. It is important to work on them throughout the students' time at school.

# Technological Tools

## Vocabulary

- Knows the vocabulary used to refer to technological tools (e.g. computer, digital camera, tablet, smart phone, remote control, stylus pen, interactive whiteboard)
- Uses appropriate vocabulary to refer to peripherals (e.g. mouse, keyboard, touch screen, USB key, printer, monitor, stylus pen)
- Uses appropriate vocabulary to refer to the organization of information (e.g. desktop, menu, folder, file)
- Recognizes computer icons and their functions (e.g. create a new document, send, print, delete, save, cut, copy, paste)

## Procedures and techniques

- Finds his/her way around the screen
  - on the desktop
  - within applications
- **Uses a mouse (regular, inverted or adapted) or touch pad to perform an action**
- **Uses a standard or adapted keyboard**
- **Uses a touch screen** (e.g. touch, swipe, flick, pinch, double-tap, long press)
- **Uses the basic functions of a computer**
  - switches the computer and screen on and off
  - starts and ends a session
  - follows onscreen instructions
  - finds, opens and closes a document
  - inserts and ejects a digital optical disk (e.g. CD, DVD)
  - saves a document (e.g. computer, memory card, hard drive, USB key)
  - prints a document
  - etc.

## Technological Tools

### Procedures and techniques (Cont.)

- Uses software applications (e.g. sound recording, book or video creation, fun or educational games, word processing and English text editing, photos, drawings)
- Uses the basic functions of email (e.g. inbox, opening, sending or deleting a message, address book, calendar)
- Uses a procedure to access a given website
- Uses the basic functions of an electronic tablet
  - switches the tablet on and off
  - opens and closes an application
  - changes page
  - scrolls down a page
  - shares a document
- Checks the power source and charges a technological tool when necessary (e.g. low battery indicator)
- Uses assistive technology for communication

## Strategies

- Selects the appropriate technological tool for the task to be performed (e.g. computer, smart phone, GPS, camera, software application)
- Consults a procedure or tutorial in order to use a technological tool (e.g. taking a photo, listening to music, accessing a search engine)
- Uses social networks safely (e.g. recognizing the signs of cyberbullying, not disclosing personal information)
- Uses the Internet safely
  - distinguishes between appropriate and inappropriate websites
  - recognizes the online purchasing system
  - does not give out personal information
- Knows the rules of ethics for computer and Internet use (netiquette) (e.g. email, chatting, discussion forums, social networks)
- Knows the rules of use for technological tools (e.g. handling carefully, keeping liquids away from the device, putting the device away in a safe place)
- Knows the harmful effects of excessive ICT use
- Develops strategies to deal with unexpected situations that arise when using information and communications technologies, such as:
  - running out of paper for the printer
  - running low on battery power
  - forgetting to charge a technological tool
  - being unable to access an application
  - forgetting to save a document
  - pressing the wrong place on a touch screen
  - having difficulty connecting to a network

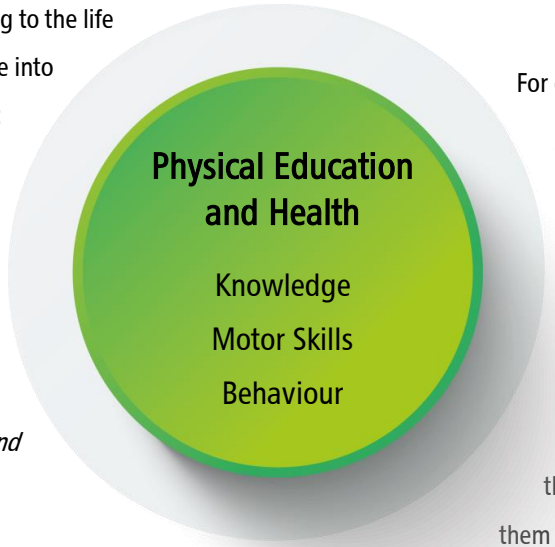
# Physical Education and Health

## Physical Education and Health

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

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

- draw or write (*School Life*)
- avoid an obstacle when moving around (*Travel*)
- swim, skate or go for a walk (*Leisure*)
- do exercises to relax (*Personal Care and Well-Being*)
- use utensils, open and close containers (*Home and Community Life*)




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

Depending on the situation, the teacher must select the learning elements most likely to support the development of a competency, based on the student's needs and abilities.

For example:

- The teacher decides to organize a mini volleyball game to help the students develop the competency *Interacts with others.* The teacher targets the following two learning elements: "Cheers on his/her partners" and "Accepts mistakes made by teammates."

- The teacher has noticed that the students do not seem of the inherent dangers of certain activities, and wants to help them develop the competency *Acts in a safe manner*. To do this, he or she chooses the learning element "Recognizes potentially dangerous situations during physical activity," and plans an activity in which the students learn to kick a ball toward a target. The other students must not walk in front of the target during the exercise in order to avoid being hit by the ball.

In the tables that follow, the learning elements shown in bold are those that contribute the most to the development of social participation. It is important to work on them throughout the students' time at school.

## Knowledge

### Elements related to the body

- Knows the external parts of the body (e.g. head, trunk, arms, legs, stomach, knees, ankles)
- Locates the body and parts of his/her body in space (e.g. left, right, head tilted forward)
- Recognizes the body's reactions during or after physical activity (e.g. heat, perspiration, breathlessness, rapid heartbeat, fatigue, muscle pain)

### Elements related to physical activity

- Knows how to use the equipment (e.g. usage, arrangement, storage)
- Knows the clothing that is appropriate to the activity and context (e.g. proper shoes, suitable clothing)
- Names sources of physical activity in everyday life (e.g. going for a walk, playing on a swing, swimming, cycling, going up or down stairs)
- Knows the components of physical activity: warm-up, activity, cool-down
- Knows his/her physical limitations (e.g. heat stroke, orthotic devices, asthma, diabetes, motor impairment)
- Recognizes potentially dangerous situations during physical activity (e.g. laces undone, jewellery, poorly placed carpets)
- Knows the basic rules of team games (e.g. dodgeball, hockey, football)

### Vocabulary

- Knows proper vocabulary for objects (e.g. ball, hoop, hockey net)
- Knows proper vocabulary for pieces of equipment (e.g. balance bench, wall bars, beam)
- Knows proper vocabulary for motor skills (e.g. walking, catching, jumping, going up stairs)

## Motor Skills

### Locomotor skills

- **Moves about an area without obstacles** (e.g. walking, crawling, walking on all fours, swimming, running, galloping, hopping, going up and down stairs, wheeling his/her wheelchair, using a walker, using a skateboard)
- **Moves about an area with obstacles** (e.g. going around, avoiding, climbing over)
- Moves about on equipment of various heights (e.g. going up and down wall bars, walking along a balance bench)
- Jumps (e.g. skipping with a rope, running and then jumping, jumping using a propulsion apparatus)
- **Moves about while holding an object in his/her hands** (e.g. ball, tray, large poster)
- Performs a sequence of two locomotor movements (e.g. walking on all fours then crawling)

### Balance skills and posture

- Adopts appropriate postures when standing and sitting
- Maintains simple postures involving balance on the ground, using different body parts for support (e.g. standing, on one leg, crouching, on all fours)
- Maintains simple postures involving balance on different pieces of equipment (e.g. fitness ball, balance bench)
- Moves and separates different parts of the body (e.g. moving the left arm, touching the right foot with the left hand)
- Performs a variety of rotations on his/her axis on the floor (e.g. spinning or pivoting on one foot)

## Motor Skills

### Manipulation skills

- **Handles everyday objects** (e.g. holding a pencil, tying shoelaces, hanging up a coat)
- Handles a variety of objects (e.g. balls, rings, hoops, scarves) in different ways (e.g. throwing, catching, rolling, stopping, turning)
- Throws objects in a given direction or toward a target (e.g. throwing a ball to a classmate, kicking a ball toward a net)
- Catches an object coming from different angles (e.g. throwing a ball against a wall and catching it, blocking a ball with his/her foot)
- Catches an object with an implement (e.g. catching a puck with a hockey stick)

### Action rules in group activities

- Positions himself/herself and moves in relation to teammates
- Varies force, speed and direction when performing movements or motor skills
- Reacts to the position and movements of teammates
- Synchronizes his/her movements or actions with those of teammates

## Motor Skills

### Physical fitness

- Performs stretching exercises
- Chooses a fitness activity from a set of options
- Practises physical endurance activities of different intensities
  - low intensity (e.g. slow walking)
  - moderate intensity (e.g. snowshoeing, aerobic dance)
  - high intensity (e.g. fast running)
- Performs strengthening exercises (e.g. arm flexion/extension, sit-ups)
- Knows the safety rules for different physical activity settings (e.g. pool, cycling)

### Relaxation and stress management

- Recognizes the benefits of regular physical activity (e.g. enjoyment, relaxation, new friends, sense of competency, less stress)
- Recognizes signs of stress
- Performs relaxation exercises (e.g. relaxed position on the ground, abdominal breathing, contracting and relaxing muscles, guided visualization)

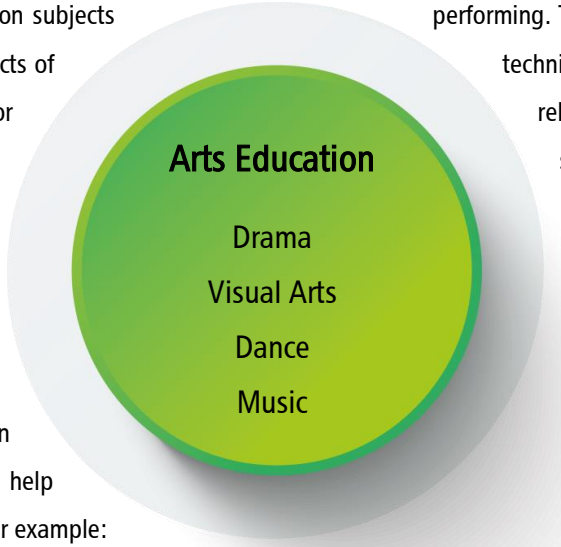
| Behaviour |
| --- |
| Ethics-related elements |
| - Uses language that shows respect toward partners, opponents, referees and coaches |
| - Cheers on his/her partners |
| - Accepts mistakes made by teammates |
| - Acknowledges the opponent's victory and keeps his/her emotions under control |
| - Is proud of winning but does not belittle his/her opponents |
| - Understands the importance of complying with the rules when practising an activity |

# Arts

# Arts Education

In the CASP-I Education Program, the arts constitute a gateway to creative expression through drama, visual arts, dance and music. Each arts subject, in its way, stimulates awareness of the body, feeds the imagination, helps to develop self-esteem and nourishes creative potential.

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




In their everyday lives, students have many opportunities to learn about the arts. By using the different life areas, teachers will help make this learning more meaningful for them. Students may, for example:

- sing in the school choir (*School Life*)
- make their way to a concert (*Travel*)
- dance to the music of a favourite group (*Leisure*)
- coordinate clothing colours (*Personal Care and Well-Being*)
- make a painting to decorate a bedroom (*Home and Community Life*)

When engaging in an arts subject, students must draw on all aspects of themselves to translate their perceptions of the real world using the language, techniques and means offered by drama, the visual arts, dance or music.

In drama, the students learn to express emotions and thoughts through the act of performing. They learn elements of the language of drama, performance techniques, styles of theatre, elements of drama and elements relating to their own experience by taking part in a variety of short scenes on topics drawn from real life, the imagination or existing works. Drama provides many opportunities for the students to use their voices and bodies, express emotions and be attentive to themselves and others. The skills and attitudes they acquire promote communication and interaction, and can be used to simulate potentially dangerous situations or emergencies.

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

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

Music allows the students to discover the world through their sense of hearing and the expression of sound, using the sounds produced by human voices or musical instruments. They learn the elements relating to music through the language of music, different sounds and instrumental techniques. Through music, students are able to express emotions or feelings. They also learn to observe general rules of engaging in music with others, and enhance their knowledge of music culture.

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

Depending on the situation, the teacher must select the learning elements most likely to support the development of a competency, based on the student's needs and abilities.

For example:

- The teacher wants the students to sing a song at the end-of-year concert to help develop the competency *Acts methodically*, and selects the following two learning elements: "Knows sound sources (voice)" and "Learns basic vocal techniques."
- The students have experimented with different elements of visual arts language to produce drawings. The teacher wants them to comment on their classmates' drawings before the exhibition for parents. The teacher selects the following two learning elements: "Expresses personal preferences, based on his/her observations" and "Uses subject-specific vocabulary learned in the classroom" to support the development of the competency *Communicates.*

In the tables that follow, the learning elements shown in bold are those that contribute the most to the development of social participation. It is important to work on them throughout the students' time at school.

## Drama

### Language of drama

- Recognizes and uses forms of expression using the body to play a character (e.g. attitudes, gestures, facial expressions, movement, rhythm)
- Recognizes noises and sounds related to actions
- Recognizes noises and sounds related to emotions
- Recognizes different levels of vocal intensity (e.g. loud, quiet)

### Performance techniques

- Knows and applies different performance conditions: attention, memorization, listening, direction of gaze
- Knows and uses vocal techniques: breathing, posture, pronunciation, intonation, rhythm, speed of delivery, projection of sound
- Knows and uses body techniques (e.g. relaxation, flexibility, levels)
- Recognizes and uses expressive elements (e.g. character's personality traits, clown's nose, witch's hat, evil laugh)
- Follows stage directions (e.g. coming in on cue)
- Knows and uses styles of theatre (e.g. marionettes, shadow theatre, performance in masks, clown performance)

### Elements of drama

- Follows a simple trajectory through the performance space
- Uses a prop according to its imaginary or utilitarian function in a sketch
- Uses a costume or costume element for a character
- Produces vocal effects for a character
- Produces sound effects for a short scene

| Drama |
| --- |
| Elements relating to his/her drama experience |
| - Observes elements of the language of drama, performance techniques or styles of theatre in a play |
| - **Expresses personal preferences, based on his/her observations** |
| - Uses subject-specific vocabulary learned in the classroom |

# Visual Arts

## Language of visual arts

- **Recognizes colours** (e.g. blue, red, yellow, green, black, white)
- Knows elements of visual arts language
  - shape (e.g. square, circle, triangle)
  - volume (e.g. cube, sphere, cone, cylinder, pyramid)
  - line (e.g. curved, straight, horizontal, vertical, short, long, broad)
  - texture (e.g. smooth, rough)
  - pattern (e.g. polka-dot, plaid, flowered)

## Transforming gestures and techniques

- **Uses transforming gestures** (e.g. drawing, tearing, sticking, cutting, folding, shaping, sculpting, painting)
- Uses visual arts techniques (e.g. drawing, collage, modelling, painting)

## Materials and tools

- Uses different materials (e.g. felt pens, wax crayons, dry pastels, oil pastels, charcoal, paper, cardboard, felt, modelling clay, clay, liquid or solid gouache, ink)
- Uses different tools (e.g. scissors, print roller, sponge, engraving tool, paintbrush, electronic brush, mouse, light pen)
- Handles the materials and tools carefully

## Elements relating to his/her visual arts experience

- Observes elements of the language and techniques of visual arts in his/her own productions, those of other students, and works of art (e.g. shape, colour, space, gestures)
- **Expresses personal preferences, based on his/her observations**
- Uses subject-specific vocabulary learned in the classroom

## Dance

### Language of dance

- Recognizes beats: 2-time, 3-time, 4-time
- Recognizes and responds to start and stop instructions
- Recognizes slow and fast tempos

### Movement techniques

- Breathes from the abdomen (e.g. sitting, standing, in a relaxed position on the floor)
- **Identifies the left and right arms and feet**
- Performs flexion and extension movements
- Performs alignment movements: (e.g. arms, feet, head)
- **Executes movements (e.g. forwards, backwards, to the left, to the right)**
- Executes placements and positions (e.g. face-to-face, back-to-back, near, far)
- Executes formations (e.g. in a circle, in a queue, in a line)
- Executes transfers of weight
- Balances on certain points of support while moving or remaining still
- Directs his/her gaze while immobile or moving
- Responds to sound and visual cues for group movements

| Dance |
| --- |
| Structures |
| - Recognizes a starting and final position for a dance |
| - Recognizes sequence of full-body or partial-body movements |
| - Recognizes personal and round dance forms |
| Elements relating to his/her dance experience |
| - Observes elements of dance language and movement techniques in choreographic sequences |
| - **Expresses personal preferences, based on his/her observations** |
| - Uses subject-specific vocabulary learned in the classroom |

# Music

## Language of music

- Recognizes and experiments with loud and soft sounds
- Recognizes and experiments with very long, long, short or very short sounds
- Recognizes and experiments with high, low, ascending, descending, glissando, détaché and recurrent sounds

## Sound sources

- Knows sound sources
    - voice (e.g. singing, vocal effects)
    - body (e.g. percussion with hands or feet)
    - musical instruments
    - sound-producing objects (e.g. wood, metal, paper)
- Recognizes different sounds in the environment (e.g. a child's voice, an adult's voice, birdsong, environmental noises)
- Identifies instruments from the percussion (wood, skin, metal), wind or string family

## Instrumental techniques

- Learns basic vocal techniques (e.g. posture, breathing, articulation, expression)
- Learns basic techniques relating to body percussion, sound-producing objects, Orff instruments and the recorder (e.g. beating, rubbing, shaking, blowing)
- Handles musical instruments carefully
- Follows the conductor's signals indicating the beginning and end of a sequence or piece
- Takes account of visual and sound cues

| Music |
| --- |
| Elements relating to his/her musical experience |
| - Observes elements of musical language, sound production and instrumental techniques in pieces of music |
| - **Expresses personal preferences, based on his/her observations** |
| - Uses subject-specific vocabulary learned in the classroom |

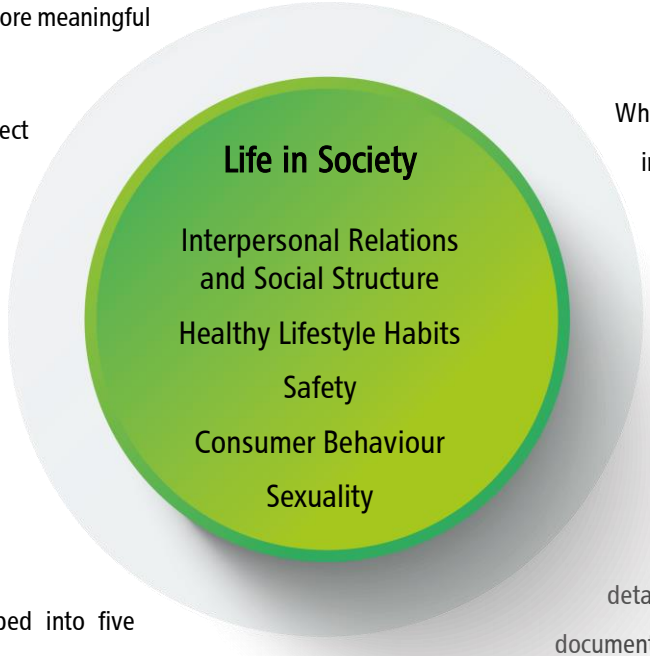
# Arts

## Life in Society

The Life in Society portion of the CASP-I Education Program focuses on individuals as citizens. It examines their needs and what they can do to meet those needs. Its aim is to help students develop attitudes that will promote their personal development and understand the social aspects of the world in which they live.

Students, in their everyday lives, have many opportunities to learn about community living. Use of the life areas will help make this learning more meaningful for them. Students may, for example:

- cooperate with a classmate to carry out a project (*School Life*)
- follow safety rules when travelling to school (*Travel*)
- learn to play a new board game (*Leisure*)
- eat properly (*Personal Care and Well-Being*)
- use household appliances (*Home and Community Life*)




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

When working with students with intellectual disabilities, it is important to address the topic of sexuality. The learning elements for this aspect are not included in this section, but can be found in the ministerial documents detailing the content to be covered in sexuality education classes (*Summary Table, Content in Sexuality Education: Kindergarten and Elementary School, Content in Sexuality Education: Secondary School*), available on the Ministère's website. These documents describe the learning elements for sexuality education in detail. In addition, the Ministère has developed a support document providing information specifically related to the sexuality

of students with handicaps, social maladjustments or learning difficulties.[42] This support document offers recommendations for assisting schools in adapting their implementation of compulsory sexuality education content to the needs and abilities of these students. These recommendations will also help teachers to provide sexuality education adapted to the needs and abilities of students with intellectual disabilities. School boards can provide training and assistance with the planning and implementation of sexuality education.

Schools play an important role in preparing students to live in society by giving them the opportunity to acquire the knowledge, attitudes and behaviours they need to be more open to the world around them, and to become citizens who are respectful. Depending on the situation, the teacher must select the learning elements most likely to support the development of a competency, based on the student's needs and abilities.

For example:

- The teacher plans to focus on the competency *Interacts with others* to improve the classroom climate, and decides that the learning element "Develops attitudes favourable to interpersonal relations" best meets the students' needs.
- The teacher notes that some students react strongly to unexpected timetable changes, and selects the learning element "Controls his/her emotions" to teach appropriate ways for them to express their feelings. This will help the students to develop the competency *Communicates*.

In the tables that follow, the learning elements shown in bold are those that contribute the most to the development of social participation. It is important to work on them throughout the students' time at school.

42. Québec, Ministère de l'Éducation et de l'Enseignement supérieur, *Support Document: Adapting Educational Services Related to Compulsory Content in Sexuality Education for Students With Handicaps, Social Maladjustments or Learning Difficulties* (2019).

# Interpersonal Relations and Social Structure

## Self-knowledge

- **Knows his/her name, age, date of birth, civic address, telephone number and email address**
- **Knows his/her personal characteristics**
    - physical characteristics
    - abilities and limitations
    - areas of interest, tastes, preferences
    - social groups (e.g. family, culture)
    - similarities and differences in relation to others (e.g. physical, cultural, ethnic, social)
    - health-related information (e.g. allergies)
- Develops a positive self-image

## Self-determination

- Expresses his/her emotions (e.g. joy, sadness, anger, fear)
- Controls his/her emotions (e.g. ways to calm down, manage anxiety, control anger)
- Adjusts reactions to changes or unexpected events
- **Makes choices based on personal areas of interest and tastes**
    - identifies different options
    - identifies the consequences of each option
    - chooses the most attractive option
- Sets personal goals or challenges
    - identifies a clear, concrete goal or challenge
    - explores different options
    - decides among the options
    - takes action
    - assesses the challenge or goal based on the decision made

# Interpersonal Relations and Social Structure

## Social relations

- Names the people with whom he/she enters into relationships or does activities (e.g. family members, school personnel, friends, girlfriend or boyfriend, physician)
- **Finds ways to interact with acquaintances or strangers** (e.g. introducing himself/herself, smiling, looking at the person)
- **Recognizes other people's emotions and their verbal or non-verbal expressions** (e.g. pleased expression, sign for silence, hand signal to wait)
- Recognizes actions that can be taken to solve a conflict (e.g. apologizing, saying something polite, explaining his/her view)
- Uses problem-solving strategies (e.g. explaining the problem, solution, compromise, amends)
- **Knows the classroom and school rules**
- **Knows the basic social norms** (e.g. greeting people, being polite, behaving properly at the table, putting garbage in the garbage can, taking care of objects in his/her possession, not taking things that do not belong to him/her)
- Knows the social norms that apply in different places (e.g. being quiet in a movie theatre, not taking objects from a store without paying, not undressing at a public pool)
- **Develops attitudes favourable to interpersonal relations**
    - accepts help from someone
    - helps someone
    - works in a team
    - shares
    - waits his/her turn
    - is able to compromise

## Interpersonal Relations and Social Structure

### Social Structure

- Knows the composition of his/her family and different types of families
- Knows the characteristics of his/her living environment
    - characteristics of his/her neighbourhood, town or village, province or country
    - characteristics of different populations (e.g. colour, language, religion, customs)
- Knows certain trades or professions (e.g. dentist, pharmacist, school principal, teacher, firefighter, police officer, plumber, cashier)
- **Knows the consequences of failing to comply with civil law and regulations**

# Healthy Lifestyle Habits

## Physiological needs

- Identifies basic needs of a person to function properly (e.g. breathing, eating, sleeping, having clothes to wear, housing, protection)
- Identifies ways to satisfy his/her needs (e.g. food, physical activity, periods of relaxation, physical protection, medication)
- Knows healthy lifestyle habits (e.g. eating vegetables, using the stairs, getting enough sleep)
- Knows unhealthy lifestyle habits (e.g. smoking, bad posture, spending too much time in front of the computer or television, being inactive)

## Cooking techniques

- Identifies the steps required to preserve foods (e.g. keeping them in the refrigerator, pantry or freezer)
- Uses simple food preparation techniques (e.g. peeling, cutting, spreading, cooking, stirring, mixing)
- **Knows the hygiene measures required in a kitchen** (e.g. wiping the counter, using clean dishes, washing his/her hands, cleaning his/her lunch box)
- **Uses utensils or appliances** (e.g. ladle, measuring cup, toaster, microwave, vending machine)
- Develops strategies to deal with unexpected situations that arise in the kitchen, such as:
    - food that is past its expiry date
    - not having an ingredient for a recipe
    - not finding a tool or utensil
    - malfunction of equipment needed to cook or warm food

# Healthy Lifestyle Habits

## Hygiene

- **Knows the norms for clothing** (e.g. wearing clean clothes, fastening buttons, closing pants zipper)
- Knows how to keep his/her living environment clean and tidy (e.g. keeping his/her locker and desk clean, putting away clothes and toys, washing dishes)
- **Knows how to maintain good personal hygiene**
    - brushing his/her teeth
    - washing his/her hair and body
    - washing his/her hands before eating and cooking and after going to the toilet
    - taking a shower, changing clothes and using deodorant
- Develops strategies to deal with unexpected hygiene-related situations that arise, such as:
    - no soap
    - no hand towel
    - getting his/her clothes dirty during an activity
    - spilling food on himself/herself

# Safety

## Travel

- Knows different means of transportation (e.g. walking, cycling, school bus, taxi, public transit, car, skateboard)
- Knows the types of accidents that may occur while travelling (e.g. falls, collisions)
- **Knows the rules of safety for travel and the different means of transportation** (e.g. looking both ways before crossing the road, giving way to emergency vehicles, remaining seated on the bus, wearing a bicycle helmet, fastening his/her seatbelt)
- Develops strategies to deal with unexpected travel-related situations that arise, such as:
    - missing his/her means of transportation (e.g. school bus, adapted transportation, public transit)
    - getting off at the wrong stop
    - taking the wrong school bus or public transit vehicle
    - getting lost while walking

## Safe behaviours

- **Recognizes signs of danger** (e.g. an icy sidewalk, a hole in the street, the sound of a smoke alarm, lightning, a threatening gesture, an unusual smell, smoke)
- Knows the procedure or strategy to follow in the presence of signs of danger
- Knows about unsafe situations (e.g. leaving school without permission, following a stranger, leaving his/her wallet on a bench, giving his/her telephone number or address to a stranger, standing in front of a bus, playing outdoors in a thunderstorm)
- Knows the safety rules associated with handling a given object or device (e.g. sharp objects, matches, range, kettle, toaster)
- Knows the safety rules applicable in different places (e.g. gym, cafeteria, pool, stairs, toilets, schoolyard)
- Knows what constitutes an emergency (e.g. fire, accident, power outage, flood, robbery, poisoning)
- Identifies emergency exits in a public place (e.g. movie theatre, school, shopping mall, airport)

## Safety

### Safe behaviours (Cont.)

- Knows the people or services to contact in different types of emergencies (e.g. fire department, police, ambulance, security guard, member of school staff)
- Knows the procedure or strategy to follow in an emergency
    - calls for help
    - finds the person in charge
    - dials 911 or the emergency services number
    - dials the telephone number of a family member
    - gives his/her location
- Develops strategies to deal with unexpected emergency-related situations that arise, such as:
    - delayed emergency services
    - change in the emergency procedure
    - blocked emergency exit

# Consumer Behaviour

## Goods and services

- Knows different goods and services and their functions (e.g. buying food at the grocery store, buying medication at the pharmacy, having a watch repaired at the jeweller's)
- Locates goods or services in the community
- Makes a distinction between his/her own property, other people's property and public property
- Understands the connection between consumer behaviour and money
- Recognizes sources of influence on consumer behaviour (e.g. family, friends, the media)
- Explores the influence of the media on his/her behaviour as a consumer

## Sexuality

When working with students with intellectual disabilities, it is important to address the topic of sexuality. The learning elements for this aspect are not included in this section, but can be found in the ministerial documents detailing the content to be covered in sexuality education classes (*Summary Table, Content in Sexuality Education: Kindergarten and Elementary, Content in Sexuality Education: Secondary School*), available on the Ministère's website. These documents describe the learning elements for sexuality education in detail. In addition, the Ministère has developed a support document providing information specifically related to the sexuality of students with handicaps, social maladjustments or learning difficulties.[43] This support document offers recommendations for assisting schools in adapting their implementation of compulsory sexuality education content to the needs and abilities of these students. These recommendations will also help teachers to provide sexuality education adapted to the needs and abilities of students with intellectual disabilities. School boards can provide training and assistance with the planning and implementation of sexuality education.

43. *Support Document: Adapting Educational Services Related to Compulsory Content in Sexuality Education for Students With Handicaps, Social Maladjustments or Learning Difficulties (*2019).

# Bibliography


Agran, Martin, and Michael L. Wehmeyer. "Teaching Problem Solving to Students With Mental Retardation." In *Mental Retardation and Intellectual Disabilities: Teaching Students Using Innovative and Research-Based Strategies*, edited by Michael L. Wehmeyer and Martin Agran, 255-271. Boston: Pearson Custom Publishing, 2005.

Allor, Jill H. et al. "Research-Based Techniques for Teaching Early Reading Skills to Students with Intellectual Disabilities." *Education and Training in Developmental Disabilities* 44, no. 3 (2009): 356-366.

American Association of Mental Retardation (AAMR). *Mental Retardation: Definition, Classification and Systems of Supports*. 10th ed. Washington D.C.: AAMR, 2002.

American Association on Intellectual and Developmental Disabilities (AAIDD). *Intellectual Disability: Definition, Classification, and Systems of Supports*. 11th ed. Washington D.C.: AAIDD, 2010.

Bambara, Linda M., and Freya Kroger. "Opportunities for Daily Choice Making." In *Mental Retardation and Intellectual Disabilities: Teaching Students Using Innovative and Research-Based Strategies,* edited by Michael L. Wehmeyer and Martin Agran, 213-233. Boston: Pearson Custom Publishing, 2005.

Barrouillet, Pierre, and Valérie Camos. *La cognition mathématique chez l'enfant*. Solal éditeurs, 2006.

Bazier, Geneviève, Sophie Bylyna, and Michel Mercier. "Conception de logiciels d'aide à l'apprentissage et leur impact cognitif dans le domaine du handicap mental: Une logique d'éducation cognitive." Special issue, *Revue francophone de la déficience intellectuelle* (May 2002): 43-46.

Bissonnette, Steve, Mario Richard, Clermont Gauthier, and Carl Bouchard. "Quelles sont les stratégies d'enseignement efficaces favorisant les apprentissages fondamentaux auprès des élèves en difficulté de niveau élémentaire? Résultats d'une méga-analyse." *Revue de recherche appliquée sur l'apprentissage* 3 (2010): 1-35.

Boutet, Michel. "AAIDD: Une nouvelle définition de la déficience intellectuelle." *Revue du Consortium national de recherche sur l'intégration social* 3, no. 1 (2011).

Boutet, Michel, Sylvie Rocque, Jacques Langevin, and Carmen Dionne. "Les défis de l'intégration sociale: Une perspective écologique." *Les Cahiers de l'Actif* 294/295 (2000): 17-27.

Bray, Norman, Kevin D. Reilly, Lisa F. Huffman, Kathryn L. Fletcher, Mark Villa, and Vivek Anumolus. *Mental Retardation and Cognitive Competencies.* Cognitive Development Laboratory, University of Alabama, 2003.

Broun, Leslie Todd, and Patricia Oelwein. *Literacy Skill Development for Students With Special Learning Needs: A Strength-Based Approach.* Port Chester: Dude Publishing, 2007.

Browder, Diane M., Lynn Ahlgrim-Delzell, Fred Spooner, Pamela J. Mims, and Joshua N. Baker. "Using Time Delay to Teach Literacy to Students With Severe Developmental Disabilities." *Exceptional Children* 75, no. 3 (2009): 343-364.

Browder, Diane M., Fred Spooner, Lynn Ahlgrim-Delzell, Amber A. Harris, and Shawnee Wakeman. "A Meta-Analysis on Teaching Mathematics to Students With Significant Cognitive Disabilities." *Exceptional Children* 74, no. 4 (2008): 407-432.

Bruce, Susan, Cailen Campbell, and Meghan Sullivan. "Supporting Children With Severe Disabilities to Achieve Means-End." *Teaching Exceptional Children Plus* 6, no. 1 (2009): 1-12.

Bruce, Susan, and Muhammad Zayyad. "The Development of Object Permanence in Children with Intellectual Disability, Physical Disability, Autism, and Blindness." *International Journal of Disability, Development and Education* 56, no. 3 (2009): 229-246.

Buchel, Fredi P., and Jean-Louis Paour. "Déficience intellectuelle: Déficits et remédiation cognitive." *Enfance* 57 (March 2005): 227-240.

Butler, France M., Susan P. Miller, Lee Kit-Hung, and Thomas Pierce. "Teaching Mathematics to Students With Mild-to-Moderate Mental Retardation: A Review of the Literature." *Mental Retardation* 39, no. 1 (2001): 20-31.

Carr, Alan, Gary O'Reilly, Patricia Noonan Walsh, and John McEvoy. *The Handbook of Intellectual Disability and Clinical Psychology Practice.* London: Routledge, 2007.

Centre de démonstration en sciences physiques. *La science et la technologie dès le primaire: Pour une nouvelle dynamique.* June 2002 and September 2003. Reports submitted to the Ministère de la Recherche, de la Science et de la Technologie and to the Ministère de l'Éducation du Québec, June 2001.

Chalghoumi, Hajer. *Balises pour l'intervention avec les technologies auprès des élèves qui ont des incapacités intellectuelles.* Doctoral thesis, Department of Psychopedagogy and Andragogy, Faculty of Education, Université de Montréal, 2011.

Chalghoumi, Hajer, Jean-Claude Kalubi, and Sylvie Rocque. "Les technologies de l'information et de la communication dans l'éducation des élèves qui ont des incapacités intellectuelles: Rôle des perceptions, de la formation et du niveau de qualification des enseignants en adaptation scolaire." *Revue francophone de la déficience intellectuelle* 19 (2008): 72-79.

Chrétien, Danielle, Sylvie Dubois, and Yolande Thibodeau. "Au-delà des maux/des mots et des actions." In *Déficience intellectuelle: Savoirs et perspectives d'action*, vol. 1, edited by Hubert Gascon et al., 499. Québec: Presses Inter Universitaires, 2006.

Cooper-Duffy, Karena, and Daniel G. Perlmutter. "Developing Math and Science Skills in General Education Contexts." In *Teaching Language Arts, Math & Science to Students With Significant Cognitive Disabilities*, edited by Diane M. Browder and Fred Spooner, 245-265. Baltimore: Paul H. Brookes Publishing Co., 2006.

Coquidé-Cantor, Maryline, and André Giordan. *L'enseignement scientifique à l'école maternelle.* Paris: Delagrave Édition, 2002.

Courbois, Yannick. "Quelques éléments pour comprendre l'approche cognitive de la déficience intellectuelle." In *Déficience intellectuelle: Savoirs et perspectives d'action*, vol. 2, edited by Hubert Gascon et al., 205-220. Québec: Presses Inter Universitaires, 2006.

Courbois, Yannick, and Jean-Louis Paour. "Le retard mental." In *Psychologie du développement et de l'éducation*, edited by J. Lautrey, 377-406. Paris: Presses Universitaires de France, 2007.

Couture, Carole, Lise Saint-Laurent, and Jocelyne Giasson. *La lecture au primaire auprès d'élèves présentant des retards de développement.* Québec: GREDD, 1997.

Dautrebande, Laurence, and Nathalie Nader-Grosbois. "De l'autorégulation à l'estime de soi à l'adolescence: Des concepts aux méthodologies." In *Régulation, autorégulation, dysrégulation*, edited by Nathalie-Nader-Grosbois, 212-219. Wavre, Belgium: Mardaga, 2007.

Dever, Richard B. *Community Living Skills: A Taxonomy.* University of Michigan: American Association on Mental Retardation, 1988.

Dionne, Carmen, Michel Boutet, and Francine Julien-Gauthier. "La nécessité d'une pratique spécialisée en soutien à la personne et à ses milieux de vie." In *Pratiques émergentes en déficience intellectuelle,* edited by Jean-Pierre Gagnier and Richard Lachapelle, 39-95. Sainte-Foy, Québec: Presses de l'Université du Québec, 2002.

Dionne, Carmen, Jacques Langevin, Jean-Louis Paour, and Sylvie Rocque. "Le retard de développement intellectuel." In *Psychopathologies de l'enfant et de l'adolescent,* edited by Emmanuel Habimana et al., 317-347. Boucherville, Québec: Gaétan Morin Éditeur, 1999.

Dionne, Carmen, Jacques Langevin, and Sylvie Rocque. "Changement de paradigme en éducation." In *L'intégration des personnes présentant une déficience intellectuelle*. Proceedings of the third Congrès de l'Association Internationale de Recherche scientifique en faveur des personnes handicapées mentales, edited by Serban Ionescu et al., 159-165. Trois-Rivières, Québec: AIRHM, 1993.

Doré, Robert, Serge Wagner, and Jean-Pierre Brunet. *Réussir l'intégration scolaire*. Montréal: Édition Logiques, 1996.

Doyon, Johane. *Art dramatique et déficience intellectuelle: Guide théorique et pratique*. Québec: Presses de l'Université Laval, 2007.

Drouin, Caroline, Caroline Germain, Jacques Langevin, and Sylvie Rocque. *Monergo: Guide d'enseignement d'un scénario de paiement prudent*. Montréal: Éditions Nouvelles, 1998.

Dubois, Carine, Sylvie Rocque, and Jacques Langevin. "Vulnérabilité et intervention scolaire et sociale." *Revue francophone de la déficience intellectuelle*. Proceedings of the Recherche Défi Conference (2000): 80-83.

El Shourbagi, Sahar. *Étude des besoins d'habiletés alphabètes des personnes qui ont des incapacités intellectuelles.* Doctoral thesis. Montréal: Université de Montréal, 2006.

El Shourbagi, Sahar, and Jacques Langevin. "Identification d'habiletés alphabètes nécessaires à l'autonomie." *Revue francophone de la déficience intellectuelle* 16, nos. 1 & 2 (2005): 5-22.

Fougeyrollas, Patrick. *Modèle de processus de production du handicap*. Québec: International Network on the Disability Creation Process (INDCP), 1998.

Fougeyrollas, Patrick et al. *Processus de production du handicap PPH. Évolution conceptuelle internationale dans le champ du handicap.* Guide de formation. Québec: International Network on the Disability Creation Process (INDCP), 2007.

Gagnier, Jean-Pierre, and Richard Lachapelle. *Pratiques émergentes en déficience intellectuelle: Participation plurielle et nouveaux rapports*. Sainte-Foy, Québec: Presses de l'Université du Québec, 2002.

Gascon, Hubert, Jean-Robert Poulin, Jean-Jacques Detraux, Daniel Boisvert, and Marie-Claire Haelewyck. *Déficience intellectuelle: Savoirs et perspectives d'action*, vol. 1. Québec: Presses Inter universitaires, 2006.

———. *Déficience intellectuelle: Savoirs et perspectives d'action*, vol. 2. Québec: Presses Inter Universitaires, 2006.

Gaudreau, Anne. *Échec en math? Dépistage et intervention auprès d'élèves à risque au préscolaire et au premier cycle*. Montréal: Éditions Hurtubise HMH, 2005.

Gauthier, Clermont, Steve Bissonnette, and Mario Richard. "L'enseignement explicite." In *Enseigner*, edited by Vincent Dupriez and Gaëtane Chapelle, 107-116. Collection Apprendre. Paris: Presses Universitaires de France, 2007.

Giasson, Jocelyne. *La lecture. De la théorie à la pratique,* 2nd ed., Boucherville, Québec: Gaëtan Morin Éditeur, 2003.

Gingras, Lyne, Lorraine De Champlain, and Michèle Théroux. *De l'oral à l'écrit.* Fonds de développement coopératif des régions de la Capitale-Nationale et de la Chaudière-Appalaches, 2001.

Gingras, Lyne, Jacynthe Turgeon, Danielle Dunberry, Claude Grimard, and Constance Lambert. *De l'oral à l'écrit: Guide d'intervention pour les élèves du 2e et du 3e cycle du primaire présentant des troubles langagiers*. Unpublished document produced under Measure 30052 of the Ministère de l'Éducation by Les services régionaux de soutien et d'expertise des régions de la Capitale Nationale, de la Chaudière-Appalaches et de l'Estrie, 2004.

Giordan, André. *Une didactique pour les sciences expérimentales.* Paris: Editions Belin, 1999.

Goupil, Georgette. *Les élèves en difficulté d'adaptation et d'apprentissage*, 3rd ed. Boucherville, Québec: Gaétan Morin Editeur, 2007.

———. "Des périodes à risque pour des élèves à risque?" In *Transformation des pratiques éducatives: La recherche sur l'inclusion scolaire*, edited by Carmen Dionne and Nadia Rousseau, 145-158. Québec: Presses de l'Université du Québec, 2006.

Habimana, Emmanuel, Louise S. Éthier, Djaouida Petot, and Michel Tousignant. *Psychopathologie de l'enfant et de l'adolescent.* Boucherville, Québec: Gaëtan Morin Éditeur, 1999.

Haelewyck, Marie-Claire, Yves Lachapelle, and Daniel Boisvert. "La qualité de vie." In *La déficience intellectuelle,* edited by Marc J. Tassé and Diane Morin, 215-228. Boucherville, Québec: Gaëtan Morin Éditeur, 2003.

Haelewyck, Marie-Claire, and Nathalie Nader-Grosbois. "L'autorégulation: Porte d'entrée vers l'autodétermination des personnes avec retard mental?" *Revue francophone de la déficience intellectuelle* 15, no. 2 (2006): 173-186.

Haelewyck, Marie-Claire, and Sandrine Palmadessa. "Aide-moi à faire tout seul! Les stratégies d'autorégulation mises en place par des élèves présentant un retard mental en situation d'apprentissage." In *Régulation, autorégulation, dysrégulation*, edited by Nathalie Nader-Grosbois, 189-200. Wavre, Belgium: Mardaga, 2007.

Hessels-Schlatter, Christine. "Le développement des compétences dans le raisonnement abstrait chez les personnes présentant un retard mental modéré à sévère." *Pédagogie spécialisée* 1 (January 2006): 27-31.

Hibon, Mireille. *L'enfant et sa planète: Sciences de la vie et de la terre*. Paris: Armand Colin, 1997.

———. *La physique est un jeu d'enfant: Activités d'éveil scientifique*. Paris: Armand Colin, 1996.

Hoff, Ulla, and Anne Paradis. "Le défi de la communication pour l'élève qui présente des difficultés." *Vie pédagogique* 131 (2004): 40-43.

Horstmeier DeAnna. *Teaching Math to People With Down Syndrome and Other Hands-On Learners: Basic Survival Skills.* Book 1. Bethesda, Maryland: Woodbine House, 2004.

Institut québecois de la déficience intellectuelle (IQDI). *Choisir et Agir*. Montréal: IQDI, 2006.

Ionescu, Serban, Ghislain Magerotte, Wilfrid Pilon, and Roger Salbreux, eds. *L'intégration des personnes présentant une déficience intellectuelle.* Proceedings of the third Congrès de l'Association Internationale de Recherche scientifique en faveur des personnes handicapées mentales, August 23-25, 1993. Trois-Rivières, Québec: AIRHM, 1993.

Ivic, Ivan. "Lev S. Vygotsky (1896-1934)." *Perspectives: Revue trimestrielle d'éducation comparée* (UNESCO) 24, no. 3/4 (1994): 793-820.

Jacquet, Daniel. "Les TICE au service des apprentissages des élèves handicapés mentaux: De l'outil spécifique à l'utilisation spécifique des outils." *La nouvelle revue de l'adaptation et de la scolarisation*, no. 43 (2008): 45-56.

Jonnaert, Philippe, Johanne Barrette, Domenico Masciotra, and Mane Yaya. *La compétence comme organisateur des programmes de formation revisitée, ou la nécessité de passer de ce concept à celui de "l'agir compétent."* Geneva: UNESCO International Bureau of Education, 2006.

Juhel, Jean-Charles. *La déficience intellectuelle: Connaître, comprendre, intervenir.* Saint-Nicolas, Québec: Presses de l'Université Laval, 1997.

Kalubi, Jean-Claude, France Beauregard, and Sylvie Houde. *Pratiques d'intervention et pratiques novatrices en déficience intellectuelle et trouble envahissant du développement*. Literature Review. Research Report. Agence de santé et des services sociaux de Montréal, Université de Sherbrooke, 2008.

Lachapelle, Yves, and Michael L. Wehmeyer. "L'autodétermination." In *La déficience intellectuelle*, edited by Marc J. Tassé and Diane Morin, 203-214. Boucherville: Gaëtan Morin, 203.

Lachapelle, Yves, Dany Lussier-Desrochers, Caroline Boucher, and Pierre Nolin. "TIC, incapacités intellectuelles et autodétermination." In *Pour des technologies accessibles aux élèves handicapés ou en difficulté d'apprentissage ou d'adaptation,* Jacques Viens, Jacques Langevin, Marjolaine Saint-Pierre, and Sylvie Rocque. Montréal: Éditions Nouvelles, 2012.

Langevin, Jacques, Carmen Dionne, and Sylvie Rocque. "Incapacités intellectuelles: Contexte d'inclusion et processus d'adaptation de l'intervention." In *La pédagogie de l'inclusion scolaire,* edited by Nadia Rousseau and Stéphanie Bélanger, 173-203. Sainte-Foy, Québec: Presses de l'Université du Québec, 2004.

Legendre, Marie-Françoise. "Sens et portée de la notion de compétence dans le nouveau programme de formation." *Revue de l'AQEFLS* 23, no. 1 (2001): 12-30.

Legendre, Rénald. *Dictionnaire actuel de l'éducation*, 3rd ed. Montréal: Guérin Éditeur, 2005.

Legendre-Bergeron, Marie-Françoise. *Lexique de la psychologie du développement de Jean Piaget*. Boucherville, Québec: Gaëtan Morin Éditeur, 1980.

Lussier-Desrochers, Dany, Yves Lachapelle, Hélène Pigot, and Jérémy Beauchet. "Des habitats intelligents pour promouvoir l'autodétermination et l'inclusion sociale." *Revue francophone de la déficience intellectuelle* 18 (2007): 53-64.

Monfort, Marc, Adoración Juáres, and Isabelle Monfort Juáres. *Les troubles de la pragmatique chez l'enfant*. Madrid: Entha, 2005.

Nader-Grosbois, Nathalie, ed. *Régulation, autorégulation, dysrégulation*. Wavre, Belgique: Mardaga, 2007.

Nadon, Yves. *Lire et écrire en première année et pour le reste de sa vie*. Montréal: Chenelière McGraw-Hill, 2002.

Ontario. Ministry of Education. *The Ontario Curriculum, Grades 1 to 8*. 2005.

Pannetier, Évelyne. *Comprendre et prévenir la déficience intellectuelle*. Québec: Éditions MultiMondes, 2009.

Paré, Mélanie, and Nathalie S. Trépanier. "Individualiser l'enseignement pour les élèves intégrés en classe ordinaire: Mieux définir pour mieux intervenir." In *La pédagogie de l'inclusion scolaire: Pistes d'action pour apprendre tous ensemble*, edited by Nadia Rousseau, 287-. 2nd ed. Québec: Presses de l'Université du Québec, 2010.

Perrenoud, Philippe. "Construire des compétences, tout un programme!" *Vie pédagogique* 112 (1999): 16-20.

Peterson Miller, Susan. *Validated Practices for Teaching Students With Diverse Needs and Abilities*. 2nd ed. New Jersey: Pearson Education, 2009.

Piaget, Jean. *La construction du réel chez l'enfant*. Neuchâtel, Switzerland: Delachaux et Niestlé, 1971.

———. *La naissance de l'intelligence chez l'enfant.* Neuchâtel, Switzerland: Delachaux et Niestlé, 1998.

Poirier, Louise. *Enseigner les mathématiques au primaire: Notes didactiques*. Saint-Laurent, Québec: ERPI, 2001.

Prenoveau, Jocelyne. *Cultiver le goût de lire et d'écrire: Enseigner la lecture et l'écriture par une approche équilibrée*. Montréal: Chenelière McGraw-Hill, 2007.

Québec. Ministère de l'Éducation. Direction générale de l'élémentaire et du secondaire. *Programme d'études des classes d'enfants déficients*. Québec: Gouvernement du Québec, 1968.

———. *Programme d'études, primaire, Formation personnelle et sociale*. Québec: Gouvernement du Québec, 1983.

Québec. Ministère de l'Éducation. *CHALLENGES: An Educational Approach That Facilitates Social Integration, Secondary Level.* Québec: Gouvernement du Québec, 1996.

———. *Programmes d'études adaptés: Français, mathématique, sciences humaines – Enseignement primaire*. Québec: Gouvernement du Québec, 1996.

———. *Programmes d'études adaptés avec compétences transférables essentielles (PACTE) – Enseignement secondaire*. Québec: Gouvernement du Québec, 1997.

———. *Québec Schools On Course: Educational Policy Statement.* Québec: Gouvernement du Québec, 1997.

———. *Adapting Our Schools to the Needs of All Students: Policy on Special Education.* Québec: Gouvernement du Québec, 1999.

———. *Complementary Educational Services: Essential to Success.* Québec, 2002.

———. *Policy on the Evaluation of Learning.* Québec: Gouvernement du Québec. 2003.

———. *Sex Education in the Context of Education Reform.* Québec: Gouvernement du Québec, 2003.

———. *Two Networks, One Objective: The Development of Youth; Agreement on the Complementarity of Services Between the Health and Social Services Network and the Education Network.* Québec: Gouvernement du Québec, 2003.

———. *Individualized Education Plans: Helping Students Achieve Success; Reference Framework for the Establishment of Individualized Education Plans.* Québec: Gouvernement du Québec, 2004.

———. *Québec Education Program: Preschool and Elementary Education.* Québec: Gouvernement du Québec, 2006.

———. *Québec Education Program: Secondary School Education, Cycle One.* Québec: Gouvernement du Québec, 2006.

Québec. Ministère de l'Éducation, du Loisir et du Sport. Direction de la formation générale des adultes. *Cadre théorique, Curriculum de la formation générale de base*, version provisoire. Québec: Gouvernement du Québec, 2005.

———. *Programme de la formation de base commune. Français, langue d'enseignement*. Québec: Gouvernement du Québec, 2005.

———. *Le socioconstructivisme, un cadre de référence pour un curriculum par compétences*, version provisoire. Québec: Gouvernement du Québec, 2005.

———. *Common Core Basic Education Program.* Québec: Gouvernement du Québec, 2007.

———. *Common Core Basic Education Program: Community and Culture.* Québec: Gouvernement du Québec, 2007.

———. *Common Core Basic Education Program: Consumer Habits.* Québec: Gouvernement du Québec, 2007.

———. *Common Core Basic Education Program: Health.* Québec: Gouvernement du Québec, 2007.

———. *Common Core Basic Education Program: Mathematics.* Québec: Gouvernement du Québec, 2007.

———. *Common Core Basic Education Program: Personal Life and Relationships.* Québec: Gouvernement du Québec, 2007.

———. *Common Core Basic Education Program: Relationship with the Environment.* Québec: Gouvernement du Québec, 2007.

Québec. Ministère de l'Éducation, du Loisir et du Sport. *Situations d'apprentissage et d'évaluation. Guide d'information, Intégration linguistique, scolaire et sociale, enseignement secondaire*, Québec, 2007.

———. *Rencontres des partenaires en éducation, Document d'appui à la réflexion*. Québec: Gouvernement du Québec, October 25, 2010.

———. *Education Program for Students With a Profound Intellectual Impairment.* Québec: Gouvernement du Québec, 2011.

———. *Ensuring a Smooth Transition from Elementary to Secondary School.* Québec: Gouvernement du Québec, 2012.

Québec. Ministère de l'Éducation et de l'Enseignement supérieur. *Guide to the Evaluation of Learning – CASP-I Education Program: A Competency-Based Approach to Social Participation*. Québec: Gouvernement du Québec, 2019.

———. *Guide pour soutenir la démarche de transition de l'école vers la vie active (TEVA).* Québec: Gouvernement du Québec, 2018.

———. *Policy on Educational Success: A Love of Learning, a Chance to Succeed*. Québec: Gouvernement du Québec, 2017.

Québec. Ministère de la Santé et des Services sociaux. Conseil de la santé et du bien-être. *La participation comme stratégie de renouvellement du développement social*. Québec: Gouvernement du Québec, 1997.

Québec. Ministère de la Santé et des Services sociaux. *La prévention du sida et des autres MTS, dans une perspective d'éducation à la sexualité chez les élèves présentant une déficience intellectuelle*. Québec: Gouvernement du Québec, 1999.

———. *Trouble déficitaire de l'attention/hyperactivité: Agir ensemble pour mieux soutenir les jeunes*. Québec: Gouvernement du Québec, 2003.

Québec. Office des personnes handicapées du Québec (OPHQ). *Les approches adaptatives et inclusives visant l'intégration scolaire, professionnelle et sociale des personnes handicapées*. Drummondville, Québec: OPHQ, 2006.

———. *Equals in Every Respect: Because Rights Are Meant to Be Exercised*. Drummondville, Québec: OPHQ, 2009.

Richard, Mario, and Steve Bissonnette. "Le danger qui guette la réforme de l'éducation québécoise: Confondre les apprentissages scolaires avec les apprentissages de la vie." *Vie pédagogique* 123 (2002): 45- 49.

Rigal, Robert. *L'éducation motrice et l'éducation psychomotrice au préscolaire et au primaire*. Sainte-Foy, Québec: Presses de l'Université du Québec, 2009.

Rivière, Vinca. *Analyse du comportement appliquée à l'enfant et à l'adolescent*. Villeneuve: Presses Universitaires du Septentrion, 2006.

Rocque, Sylvie, Jacques Langevin, Caroline Drouin, and Jocelyne Faille. *De l'autonomie à la réduction des dépendances*. Montréal: Éditions Nouvelles, 1999.

Rousseau, Nadia, ed. *La pédagogie de l'inclusion scolaire, Pistes d'action pour apprendre tous ensemble*. 2nd ed. Sainte-Foy, Québec: Presses de l'Université du Québec, 2010.

Rousseau, Nadia, and Stéphanie Bélanger, eds. *La pédagogie de l'inclusion scolaire.* Sainte-Foy, Québec: Presses de l'Université du Québec, 2004.

Saint-Laurent, Lise. *L'éducation intégrée à la communauté en déficience intellectuelle.* Montréal: Éditions Logiques, 1994.

———. "Programmes éducatifs à l'intention des élèves présentant une déficience intellectuelle moyenne à sévère." In *L'intégration des personnes présentant une déficience intellectuelle.* Proceedings of the third Congrès de l'Association Internationale de Recherche scientifique en faveur des personnes handicapées mentales, edited by Serban Ionescu et al., 153-158. Trois-Rivières, Québec: AIRHM, 1993.

Sale, Paul, and James E. Martin. "Self-Determination." In *Functional Curriculum for Elementary, Middle, and Secondary Age Students With Special Needs*, edited by Paul Wehman and John Kregel, 43-67. Austin: Pro-Ed, 1997.

Sands, Deanna, and Michael L. Wehmeyer. "Teaching Goal Setting and Decision Making to Students With Developmental Disabilities." In *Mental Retardation and Intellectual Disabilities: Teaching Students Using Innovative and Research-Based Strategies*, edited by Michael L. Wehmeyer, and Martin Agran, 273-296. Boston: Pearson Custom Publishing, AAMR, 2005.

Service régional de soutien et d'expertise en déficience intellectuelle et en troubles envahissants du développement. *S.O.S.com.: Situations d'observation structurées de la communication*. Montérégie: SCRASSC, 2002.

Sousa, David A. *Un cerveau pour apprendre… différemment: Comprendre comment fonctionne le cerveau des élèves en difficulté pour mieux leur enseigner.* Montréal: Chenelière Éducation, 2006.

———. *Un cerveau pour apprendre à lire: Mieux comprendre le fonctionnement du cerveau pour enseigner la lecture plus efficacement*. Montréal: Chenelière Éducation, 2009.

Sous-comité régional de l'adaptation scolaire et des services complémentaires (SCRASSC). *M'impliquer, communiquer et réussir dans ma classe langage: Guide d'intervention en classe langage*. Montérégie: SCRASSC, 2003.

Spooner, Fred, Warren Di Biase, and Ginevra Courtade-Little. "Science Standards and Functional Skills: Finding the Links." In *Teaching Language Arts, Math. & Science to Students With Significant Cognitive Disabilities*, edited by Diane M. Browder and Fred Spooner, 229-243. Baltimore: Paul H. Brookes Publishing Co., 2006.

Tardif, Jacques. *Pour un enseignement stratégique: L'apport de la psychologie cognitive*. Montréal: Les Éditions Logiques, 1992.

Tardif, Jacques, and Annie Presseau. "Quelques contributions de la recherche pour favoriser le transfert des apprentissages." *Vie pédagogique* 108 (1998): 39-44.

Tassé, Marc J., and Diane Morin. *La déficience intellectuelle*. Boucherville, Québec: Gaëtan Morin Éditeur, 2003.

Tassé, Marc J., Diane Morin, and Marjorie Aunos. "Le rôle de la motivation sur les comportements adaptatifs." *Revue francophone de la déficience intellectuelle*, Special Edition (2003): 68-72.

Tremblay, Mireille. "De l'exclusion à la participation démocratique des personnes présentant une déficience intellectuelle." In *Pratiques émergentes en déficience intellectuelle*, edited by Jean-Pierre Gagnier and Richard Lachapelle, 17-38. Sainte-Foy, Québec: Presses de l'Université du Québec, 2002.

———. "Une nouvelle expertise pour l'intégration sociale et démocratique des personnes." *Revue francophone de la déficience intellectuelle*. Proceedings of the Recherche Défi Conference, May 2005, 32-35.

Tremblay, Mireille, and Yves Lachapelle. "Participation sociale et démocratique des usagers à la planification et à l'organisation des services." In Hubert Gascon et al., *Déficience intellectuelle: Savoirs et perspectives d'action*, 1, (2006): 77-86.

Wehmeyer, Michael L. "Self-Determination and Individuals With Severe Disabilities: Re-Examining Meanings and Misinterpretations." *Research and Practice in Severe Disabilities* 30, no. 3 (2005): 113-120.

Wehmeyer, Michael L., Deanna J. Sands, Earle H. Knowlton, and Elizabeth B. Kozleski. *Teaching Students With Mental Retardation: Providing Access to the General Curriculum*. Baltimore: Paul H. Brooks Publishing, 2002.

Wolfe, Pamela S., and Wendy A. Harriott. "Functional Academics." In *Functional Curriculum for Elementary, Middle, and Secondary Age Students With Special Needs*, edited by Paul Wehman and John Kregel, 69-103. Austin: Pro-Ed, 1997.

## Electronic Documents


Bonjour, Audrey. "Premier aperçu sur les technologies informatiques adaptées au handicap mental: État des lieux." *Bien vieillir.* May 2010. http://bien.vieillir.perso.neuf.fr/informatique-et-hcp.mental.htm. Consulted on January 14, 2014.

Conseil supérieur de l'éducation. *Soutenir l'appropriation des compétences transversales et des domaines généraux de formation.* Brief to the Minister of Education, Recreation and Sports. March 2007, CSÉ. http://www.cse.gouv.qc.ca//FR/PUBLICATIONS/index.html. Consulted on January 14, 2014. [English version: *Taking Ownership of Cross-Curricular Competencies and Broad Areas of Learning.*]

Dumas, Benoit. *Caractéristiques cognitives et affectives de l'élève présentant une déficience intellectuelle légère*. Service régional de soutien et d'expertise à l'intention des élèves présentant une déficience intellectuelle légère, 2005, Région de Montréal. http://patrickjjdaganaud.com/6-INEE%20CATASTROPHES/FORMATION-INTERVENTION/D%C9FICIENCE%20INTELLECTUELLE/DIL-caracteristiques.pdf. Consulted on January 14, 2014.

Health Canada. "Canada's Food Guide," 2019. https://food-guide.canada.ca/en/. Consulted on March 27, 2019.

Horth, Raynald. *Historique de l'adaptation scolaire au Québec*. July 1998. Consulted on January 14, 2014. http://patrickjjdaganaud.com/1-FFE%20413/1-HISTOIRE%20DU%20SYST%C8ME%20SCOLAIRE/Histoire%20de%20l'adaptation%20scolaire%20au%20Qu%E9bec%5B1%5D.pdf. Consulted on January 14, 2014.

Perrenoud, Philippe. *Construire des compétences*. 2000. http://www.unige.ch/fapse/SSE/teachers/perrenoud/php_main/php_2 Consulted on January 14, 2014.

———*Des savoirs aux compétences: De quoi parle-t-on en parlant de compétence?* 1995. http://www.unige.ch/fapse/SSE/teachers/perrenoud/php_main/php_1. Consulted on January 14, 2014.

Québec. *Basic school regulation for preschool, elementary and secondary education.* Éditeur officiel du Québec. http://legisquebec.gouv.qc.ca/en/showdoc/cr/I-13.3,%20r.%208. Consulted on January 17, 2014.

Québec. *Education Act.* Éditeur officiel du Québec. http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I_13_3/I13_3_A.html. Consulted on January 17, 2014.

Québec. Ministère de l'Éducation, du Loisir et du Sport. *Progression of Learning in Elementary School*. 2009. http://www1.education.gouv.qc.ca/progressionprimaire/index_en.asp. Consulted on January 17, 2014.

Québec. Ministère de l'Éducation et de l'Enseignement supérieur. *Support Document: Adapting Educational Services Related to Compulsory Content in Sexuality Education for Students With Handicaps, Social Maladjustments or Learning Difficulties*. 2019. Consulted on June 3, 2019.

Québec. Service national du RÉCIT en adaptation scolaire. http://www.recitadaptscol.qc.ca. Consulted on January 14, 2014.

Steiner, Gerhard, and Heidi Steiner. Le processus de l'apprentissage. 2008. http://www.sbfi.admin.ch/berufsbildung/01528/01538/index.html?lang=fr&download=NHzLpZeg7t,lnp6I0NTU042I2Z6ln1ae2IZn4Z2qZpnO2Yuq2Z6gpJCDd4F3fmym162epYbg2c_JjKbNoKSn6A--. Consulted on January 14, 2014.

Wehmeyer, Michael L. "Self-Determination." In *International Encyclopedia of Rehabilitation*. 2010, edited by J. H. Stone and M. Blouin. http://cirrie.buffalo.edu/encyclopedia/en/article/34/. Consulted on January 14, 2014.

# APPENDIX 1:

## Characteristics of Students With Moderate to Severe Intellectual Disabilities

This section presents an overview of the characteristics of students with moderate to severe intellectual disabilities[44] so that readers may become familiar with their specific features and needs. In recent years, a number of authors[45] have written about the general, interdependent characteristics that may be exhibited to different degrees by students with moderate to severe intellectual disabilities and that may impact their learning and the level to which they are able to develop competencies. These students form a heterogeneous group whose needs and abilities vary according to their individual characteristics and whether or not any associated disorders are present.[46] The characteristics that will be considered relate to cognitive, language, motor and social-emotional development.

### Structure of preoperational thought

Students with intellectual disabilities tend to learn more slowly, and their development is punctuated by extended periods where cognitive development remains static. In addition, their cognitive structures do not develop fully, thereby accentuating their developmental delay. Students with intellectual disabilities will not reach the last (formal operational) stage of cognitive structure development, meaning that they are unable to achieve a high level of abstraction.[47]

At the preoperational stage, the students understand and plan actions to deal with specific situations in familiar settings by handling and touching objects. They do not have access to abstract reasoning and self-regulation is limited. However, for some students with moderate to severe intellectual disabilities, research shows that activities designed to train them in the use of self-regulation strategies, along with supportive interactions (scaffolding, heteroregulation), appear to have a positive impact on their ability to adjust.[48] In the long term, this promotes the transfer of learning. It is also at this stage that language emerges and becomes a powerful structural tool for action. As they interact with adults, the students imitate their speech, gradually enriching their inner language and eventually becoming able not only to use their own verbalizations (self-instruction) as they seek solutions, but also to find their own motivation and encouragement when facing problems or unfamiliar situations.

### Information processing

The expression "information processing" is a generic term used to refer to the procedures that lead to the production of suitable responses to given tasks. Students with intellectual disabilities are usually less efficient in some of the basic information processing procedures, such as those involving attention and memory.[49]

44. For additional information on the severity of an intellectual disability, see section 1 of Schedule II of the *Basic school regulation for preschool, elementary and secondary education*.
45. Lise Saint-Laurent, 1994; Carmen Dionne et al., 1999; Jean-Pierre Gagnier and Richard Lachapelle, 2002; Jacques Langevin et al., 2004; Benoît Dumas, 2005; Hajer Chalghoumi, 2011.
46. Associated disorders include difficulties, deficits or disabilities in addition to the diagnosis of intellectual impairment, such as sensory or physical deficits, mental health problems or invasive developmental disorders. See Carmen Dionne et al., "La nécessité d'une pratique spécialisée en soutien à la personne et à ses milieux de vie," in Jean-Pierre Gagnier and Richard Lachapelle, *Pratiques émergentes en déficience intellectuelle: Participation plurielle et nouveaux rapports* (Presses de l'Université du Québec, 2002), 61.
47. Carmen Dionne et al.," Le retard de développement intellectuel," in Emmanuel Habimana et al., eds., *Psychopathologie de l'enfant et de l'adolescent* (Boucherville, Québec: Gaëtan Morin Éditeur, 1999), 330-331.
48. Marie-Claire Haelewyck and Sandrine Palmadessa, 2007; Christine Hessels-Schlatter, 2006; Yannick Courbois, 2006.
49. Christine Hessels-Schlatter, 2006; Yannick Courbois, 2006; Norman Bray et al., 2003; Carmen Dionne et al., 1999.

"Attention" means a person's ability to select relevant information from the environment and ignore other information, based on the goal to be accomplished or the task to be performed.[50] People with intellectual disabilities are usually attentive, but not necessarily to the most relevant stimuli.[51] For example, they may be focused on the most attractive stimuli, that is, those that are most visible because of their colour, shape or sound. Therefore, when students perform a task, they do not necessarily process the appropriate information and the result is not always what was anticipated.

"Memory" is usually defined as a person's ability to encode, store and recall information. People with intellectual disabilities normally have working memory deficits. They find it hard to recall the elements of information to be processed.[52] They would perhaps be able to store two units of information at once, whereas other people would normally store between five and nine.[53] In addition, they are not able to make proper use of memorization strategies (e.g. mentally repeating information), and once the information has been stored, it is harder for them to recover it.[54] However, it seems that information that calls on the visual memory or simple routines is more easily stored.[55] In addition, these students have few cognitive strategies (memorization, information structure, recall of information from the long-term memory, etc.), or do not use them effectively. Students with moderate to severe intellectual disabilities would therefore find it harder to assimilate and quickly recall large amounts of complex data.[56]

These students remember less information, need more time to process it, and have difficulty recalling it. These problems impact their ability to organize information and use it when performing tasks.

## Transfer and generalization

Students with moderate to severe intellectual disabilities find it hard to learn, and also experience more difficulty in using the knowledge or skills they have acquired in other contexts, even those that appear similar. Different strategies and means are therefore required to promote transfers of prior knowledge into new contexts (transfer) and to extend prior knowledge to a set of contexts (generalization).[57] The situations used for generalization should be chosen according to their usefulness in the students' everyday lives and their proximity to the students' living environment.

## Communication

Students with moderate to severe intellectual disabilities generally exhibit a desire to communicate and become involved in social communication activities.[58] They usually communicate through speech, although their speech development may be delayed and they may not spontaneously use communicative behaviours. Some may exhibit atypical language delays that are not necessarily related to the extent of their

50. Québec, Ministère de la Santé et des Services sociaux, Direction des communications, *Trouble déficitaire de l'attention/hyperactivité: Agir ensemble pour mieux soutenir les jeunes* (Québec, 2003).
51. Carmen Dionne et al., "Le retard de développement intellectuel," *Psychopathologie de l'enfant et de l'adolescent*, 331.
52. Christine Hessels-Schlatter, 2006; Carmen Dionne et al., 1999.
53. Christine Hessels-Schlatter, "Le développement des compétences dans le raisonnement abstrait chez les personnes présentant un retard mental modéré à sévère," *Pédagogie spécialisée* 1 (January 2006), 28.
54. Yannick Courbois, "Quelques éléments pour comprendre l'approche cognitive de la déficience intellectuelle," in Hubert Gascon et al., eds., *Déficience intellectuelle: Savoir et perspectives d'action* 2 (Presses Inter Universitaires, 2006), 205-220.
55. Christine Hessels-Schlatter, "Le développement des compétences," *Pédagogie spécialisée* 1 (January 2006), 31.
56. Carmen Dionne et al., "Le retard de développement intellectuel," *Psychopathologie de l'enfant et de l'adolescent*, 331.
57. Jacques Langevin et al., "Incapacités intellectuelles: Contexte d'inclusion et processus d'adaptation de l'intervention," in Nadia Rousseau and Stéphanie Bélanger, eds., *La pédagogie de l'inclusion scolaire* (Presses de l'Université du Québec, 2004), 179.
58. Marc Monfort, Adoración Juares, and Isabelle Monfort Juares, *Les troubles de la pragmatique chez l'enfant* (Madrid: Entha, 2005), 53.

intellectual deficits, and this may cause problems with one or more of the expressive or receptive components of language. For example, their elocution problems may be extensive enough for their message to be impossible to understand. Their vocabulary is often poor and imprecise, meaning that they lack the words to express their ideas or to understand long, complex sentences. It may sometimes be difficult for them to maintain coherent speech.

To allow these students to communicate more effectively, a number of approaches using gestural, image-based or symbolic, non-verbal language have been developed over the years. These approaches include a variety of assistive communication technologies[59] to support or replace the spoken word and enhance understanding. It is important to ensure that students have an effective communication system because their language skills play an important role in their learning development in general, and in their learning of reading and writing in particular.[60]

## Motor skills

Students with moderate to severe intellectual disabilities may be physically or physiologically delayed to different degrees as a result of genetic, prenatal, perinatal or postnatal factors.[61] Where this is the case, they will experience problems with their general and fine motor skills, visuomotor coordination, sensory modulation, balance, posture and body schema.

There are so many individual differences among these students that it is impossible to propose a profile common to all of them. Individual assessment is the best way to determine their motor skills and identify their needs. Physical and physiological skills, the development of routines[62] and environmental adaptations will have an impact on the students' level of autonomy in everyday, leisure and work-related activities such as getting dressed, travelling, manipulating objects, performing tasks or taking part in a sport.

## Socialization

The social development of students with moderate to severe intellectual disabilities, although similar in some respects to that of other children, is characterized by social skills that are lacking in comparison with those of other children of the same age. Many students do not have the skills required to engage in or sustain social interactions. The types of interactions they seem best able to sustain are solitary activities and parallel participation. In addition, they are more likely to be victims of abuse, suffer from mental health problems, be unsuccessful at school and be rejected socially because of their communication problems, overly trusting nature and the fact that they find it difficult to understand the implications of their actions and choices.[63.]

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

59. Pictogram or image systems, sign language and information and communications technologies are examples of the methods used to facilitate communication for children who are less able to use words.
60. Lyne Gingras et al., *De l'oral à l'écrit: Guide d'intervention pour les élèves du 2e et du 3e cycle du primaire présentant des troubles langagiers*. Unpublished document produced under Measure 30052 by the Services régionaux de soutien et d'expertise des régions de la Capitale-Nationale, de la Chaudière-Appalaches et de l'Estrie (Québec: Ministère de l'Éducation, 2004), 9.
61. Évelyne Pannetier, *Comprendre et prévenir la déficience intellectuelle* (Québec: Éditions Multi-Mondes, 2009), 35.
62. Repeated behaviour refers to action sequences that have become a routine and no longer require conscious effort to be reactivated and used in different situations. They allow an individual to focus his or her attention on other elements of a situation (Gerhard Steiner et al., 2008).
63. Danielle Chrétien, Sylvie Dubois, and Yolande Thibodeau, "Au-delà des maux/des mots et des actions," in Hubert Gascon et al., eds., *Déficience intellectuelle: Savoirs et perspectives d'action* 1 (Québec: Presses Inter Universitaires, 2006), 449.

## Self-efficacy

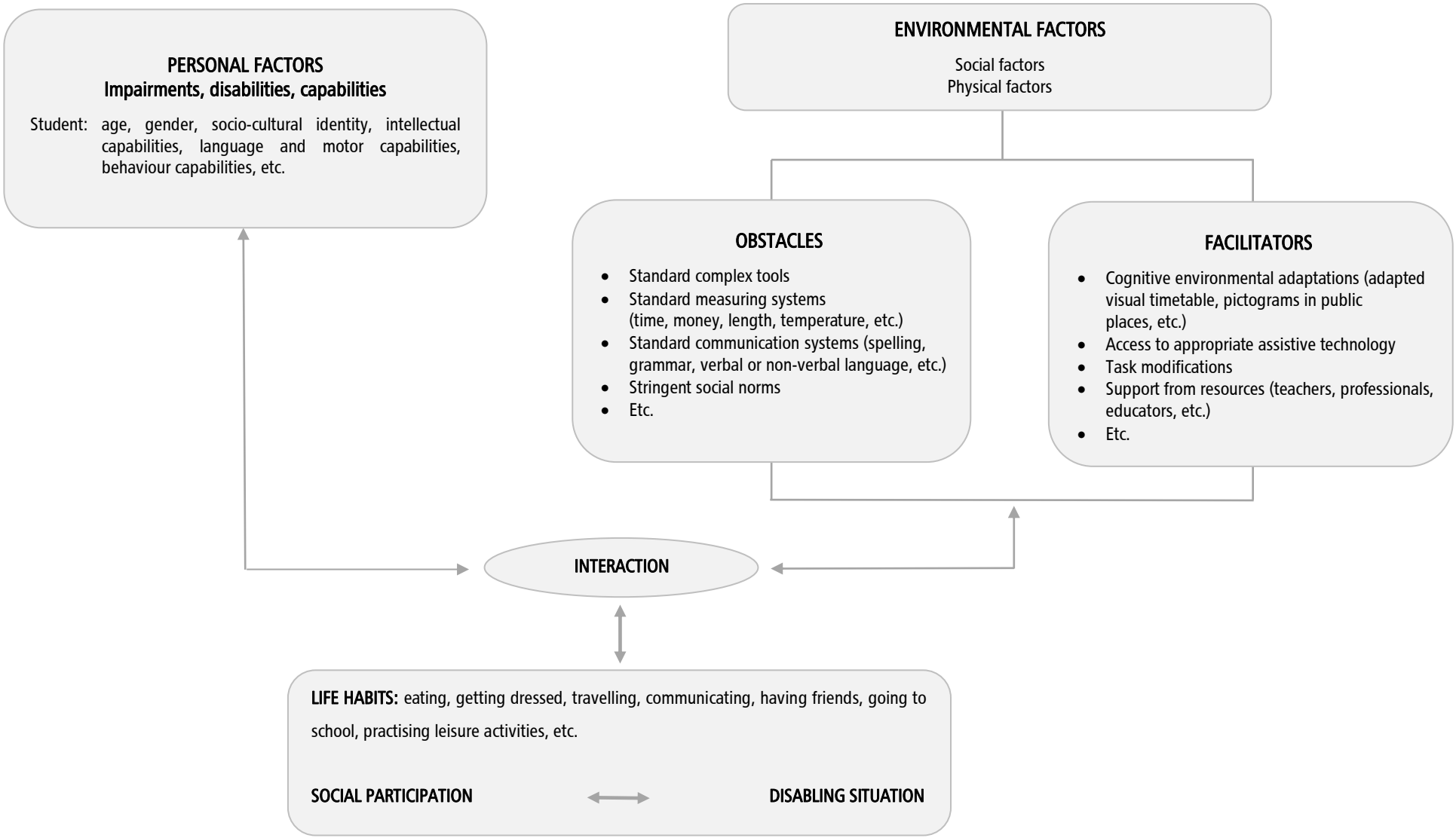
Self-esteem, self-image and self-knowledge help people to build their identity. These are the factors that give them a positive or negative image of themselves, and that serve as guidelines for action. Students with moderate to severe intellectual disabilities accumulate many failures, and this has a negative impact on their sense of self-efficacy. Perceived self-efficacy, or a child's belief in his or her ability to complete a task or challenge, or to learn,[64] is influenced to a large extent by his or her prior experience of success or failure. Children who have failed in the past will be convinced that they cannot perform a task, even before they try it. This anticipated certainty of failure helps to generate a negative self-image that partly explains their considerable need for social reinforcement or adult approval and their refusal to undertake tasks. However, a sense of self-efficacy is not built solely by success or failure at school. It is also influenced by the person's social life and positive relationships with other people.[65]

## Motivation

Motivation and the sense of self-efficacy are closely linked. The recurrent failures experienced by students with moderate to severe intellectual disabilities also affect their degree of motivation.[66] The students appear to be uninterested, they do not commit spontaneously to new tasks, and when they eventually do so, they tend to underestimate the constraints.[67] They easily lose motivation during an activity and may not necessarily persist when they encounter problems. They are motivated more by avoiding failure than by succeeding. In other cases, motivation may be lacking or poorly directed, with the result that their interest is triggered by the physical appearance of the material they use, rather than by the pleasure they derive from carrying out or resolving a difficult task. Students with intellectual disabilities often ascribe their failures to lack of knowledge or skills. However, motivation is an important factor in learning, and it therefore seems appropriate to make the students understand the purpose of what they are learning, and give them opportunities to apply it immediately, several times over. Anticipating, planning or practising something "for later" requires a level of operational thinking that these students often find difficult.[68]

64. Frank Pajares and Timothy C. Urdan, *Self-Efficacy Beliefs of Adolescents* (Connecticut: IAP – Information Age Publishing, Inc., 2006).
65. Laurence Dautrebande and Nathalie Nader-Grosbois, "De l'autorégulation à l'estime de soi à l'adolescence: Des concepts aux méthodologies," in Nathalie Nader-Grosbois, ed., *Régulation, autorégulation, dysrégulation* (Wavre, Belgium: Mardaga, 2007), 212-219.
66. Jacques Langevin et al., "Incapacités intellectuelles: Contexte d'inclusion et processus d'adaptation de l'intervention," *La pédagogie de l'inclusion scolaire,* 180.
67. Carmen Dionne et al., "Le retard de développement intellectuel," *Psychopathologie de l'enfant et de l'adolescent*, 317-342.
68. Ibid.

# APPENDIX 2:
## Disability Creation Process (DCP): Application to Students With Moderate to Severe Intellectual Disabilities



In the Disability Creation Process (DCP),[69] *personal factors* include identity-related factors such as age, gender, socio-cultural origin and life history. They also include organic impairments such as brain lesions, chromosomal aberrations and muscular weaknesses. These impairments may create disabilities in terms of intellectual, language, motor and behaviour-related capabilities and so on. A *capability* refers to the potential for carrying out physical or mental activities. Capabilities are inherent to the person, and will influence interactions with the environment.

*Environmental factors can* be of two types: social or physical. The social dimension includes the attitudes and perceptions of other people, the socio-cultural and political context, community organizations, and so on. The physical dimension covers architecture, land use planning, access to places and assistive technology. Environmental factors may be *obstacles*, i.e. elements that hinder the accomplishment of life habits[70] when they interact with personal factors (a person's impairments, disabilities and other characteristics).[71] For example, a standard item of furniture or equipment becomes an obstacle when it prevents a student from performing basic activities. It is extremely important to identify obstacles and introduce the facilitators that will allow students to act appropriately in various situations.

A *facilitator* is an element in the environment that contributes to the accomplishment of life habits when it interacts with personal factors.[72] For example, in a communications context, assistive communication technology and the availability of a resource person are both facilitators.

The *disabling situation* refers to a reduction in the realization of life habits resulting from the interaction between personal factors (impairments, disabilities and other personal characteristics) and environmental factors (facilitators and obstacles).[73] A student with intellectual disabilities finds himself or herself in a disabling situation if nothing is done to help him or her overcome environmental obstacles. The disabling situation therefore involves factors linked to both the person and the environment. It is the opposite of the situation of social participation, in which a student accomplishes the activities required to carry out *life habits* (e.g. doing school work, communicating or developing social relationships with teachers or classmates, navigating around the school, choosing or preparing a snack). If no adaptations are made, the student with a disability has to attempt to conform to standard models of behaviour and finds it difficult, if not impossible, to accomplish the required activities. The inability to act in a given situation triggers the Disability Creation Process and places the student concerned in a socially disadvantaged position. If, on the other hand, the situation is adapted to the student's personal factors, it is more likely that the student can accomplish an activity, despite his or her limitations. The disabling situation is therefore mitigated.

*Social participation* is the result of interactions between a person's characteristics and the elements of the physical and social environment. From an educational standpoint, the main challenge is to find ways to deal with obstacles and to introduce facilitators that will slow down or attenuate the disability creation process and, as a result, increase the student's social participation. It is by adapting interventions, materials and tasks, particularly in learning and evaluation situations, that the disability reduction process is launched and the student will be able to develop competencies conducive to social participation.

69. Patrick Fougeyrollas et al., *Processus de production du handicap PPH. Évolution conceptuelle internationale dans le champ du handicap,* Guide de formation (Québec: INDCP, 2007).
70. It is important to note that life habits include everyday activities, such as domestic chores, in addition to the personal activities essential to support life.
71. Ibid., 35.
72. Ibid., 36.
73. Ibid., 36.

# APPENDIX 3:
## Components of the CASP-I Education Program

**Aim of the Program**

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

**Educational Mission**

Students develop to the best of their ability, in keeping with the threefold mission of schools: to provide instruction, to socialize and to provide qualifications.

**Life Areas**

Personal Care and Well-Being | Home and Community Life | School Life | Leisure | Travel

**Competencies, Key Features and Evaluation Criteria**

| C1 - Communicates | C2 - Uses information | C3 - Interacts with others | C4 - Acts methodically | C5 - Acts in a safe manner |
|---|---|---|---|---|
| *Key Features* | *Key Features* | *Key Features* | *Key Features* | *Key Features* |
| – Understands a message<br>– Produces a message<br>– Takes part in conversations | – Selects an information source<br>– Selects information<br>– Considers the selected information | – Becomes involved in a group<br>– Pays attention to other people<br>– Complies with school rules and social norms | – Understands the task<br>– Prepares to perform the task<br>– Performs the task | – Recognizes potentially dangerous situations<br>– Adopts appropriate safe behaviours<br>– Knows the procedure or strategy to follow in an emergency or potentially dangerous situation |
| *Evaluation Criteria* | *Evaluation Criteria* | *Evaluation Criteria* | *Evaluation Criteria* | *Evaluation Criteria* |
| – Demonstration of his/her understanding of the messages received<br>– Relevance and clarity of the messages produced<br>– Appropriateness of participation in conversations | – Selection of an information source that is relevant to his/her need or question<br>– Selection of relevant information<br>– Consideration of relevant items of information: action, reaction or decision-making | – Participation in group life<br>– Expression of an interest in other people<br>– Compliance with school rules and social norms | – Adequate understanding of the task<br>– Proper preparation for performing the task<br>– Effective performance of the task | – Recognition of potentially dangerous situations<br>– Demonstration of safe behaviours<br>– Recognition of the appropriate procedure or strategy to follow in an emergency or potentially dangerous situation |

**Subjects**

English Language Arts | Mathematics | Science

Physical Education and Health | Arts Education | Information and Communications Technologies | Life in Society

education.gouv.qc.ca

Québec