

CASP Education Program: A Competency-Based Approach to Social Participation For Students Aged 6 to 15 With Moderate to Severe Intellectual Disabilities

Information for parents

The CASP Education Program aims to customize the learning experience of students aged 6 to 15 with moderate to severe intellectual disabilities according to their needs and abilities. Specifically, the program helps prepare each student for a smooth integration at school, in society and perhaps eventually in the workplace.

In time, students with moderate to severe intellectual disabilities will be able to play a meaningful and valued role in society, in accordance with their capabilities. Implementation of the program will begin in September 2015, on a voluntary basis, in both regular and special education classrooms in elementary and secondary schools throughout Québec. Compulsory application of the program¹ is being considered for the 2016-2017 school year.

Program Content

The CASP program targets the development of **five competencies** that will enable students to acquire knowledge and skills necessary for increased social participation.

These competencies are presented below:

Competencies	Examples
Communicates	<ul style="list-style-type: none">w Writes down his/her personal contact information for a friendw Expresses a need, asks for helpw Understands the rules of a game
Uses the information available in his/her environment	<ul style="list-style-type: none">w Consults his/her school timetablew Finds his/her favourite books at the libraryw Uses a schedule to find out which bus to take
Interacts with people in his/her community	<ul style="list-style-type: none">w Plays ball with classmatesw Assumes responsibilities in the classroom or the schoolw Waits until it is his/her turn to speak
Acts methodically	<ul style="list-style-type: none">w Gets out the materials needed for a science activityw Dresses appropriately to play outside
Acts in a safe manner	<ul style="list-style-type: none">w Uses scissors carefully when cutting out geometric shapesw Adjusts the water temperature before washing his/her handsw Wears a helmet when skating

1. A decision will be made following a review of the voluntary implementation process.

The development of competencies and acquisition of knowledge occurs in specific learning contexts known as life areas. These areas give meaning to what the students learn in class and anchor their learning in concrete situations from everyday life.

The life areas are presented below:

Life Areas	Examples
School Life	<ul style="list-style-type: none"> w Being actively engaged in learning activities at school w Listening to the teacher's instructions
Personal Care and Well-Being	<ul style="list-style-type: none"> w Personal grooming w Eating w Adopting healthy sleeping habits
Leisure	<ul style="list-style-type: none"> w Learning about safety rules and following them during recreational and sports activities (e.g. cycling, dancing, painting)
Home and Community Life	<ul style="list-style-type: none"> w Putting away their clothes or toys w Helping to prepare meals w Shopping at the mall
Travel	<ul style="list-style-type: none"> w Finding their way around at school or in public w Crossing the street and navigating the neighbourhood w Using public transportation

The **program content** is divided into seven subjects: English Language Arts, Mathematics, Science, Information and Communications Technologies (ICT), Physical Education and Health, Arts Education, and Life in Society.

A guide is available to teachers **to facilitate the evaluation process**. The *Guide to the Evaluation of Learning* includes a sample report card, which will allow you to follow your child's progress.

For more information, consult the CASP Education Program, at www.education.gouv.qc.ca, or contact your school administration.