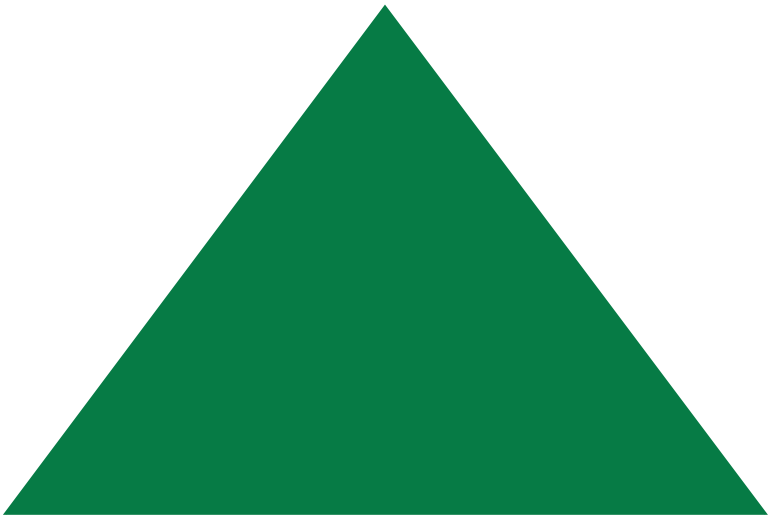
ADAPTED CURRICULUM

Challenges
An educational approach that facilitates social integration

Secondary Level

Preliminary version



Québec

Challenges
An educational approach that facilitates social integration

Secondary Level

Preliminary version

Direction générale du développement pédagogique
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Table of Contents

Foreword

The present document contains an adapted curriculum aimed at fostering the social integration of students aged 16 to 21 who have moderate to severe intellectual impairments.

The original French version of the present program, entitled DÉFIS (for "Démarche éducative favorisant l'intégration sociale") was the result of a consultative process involving ten schools milieux, followed by the exemplary work of two individuals who with extensive teaching experience: Lucie Provost and Jacques Lemay.

The present English version was produced following consultation with the Québec English sector via 20 members of CASER, the Committee of Anglophone Special Education Responsables.

This program takes into account recent available data on the cognitive and emotional characteristics of the students. Its aim is the development of the knowledge, skills and attitudes that are essential for integration into today's society. For young adults between the ages of 16 and 21, community living and preparing for the job market are areas of top priority.

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

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

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Part One

Introduction

1. Overview

1.1 Understanding the Student

1.2 Guiding Principles

Part One

Overview

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

*Outline of **Part One***

Part One

1.1 Understanding the Student

1.1.1 Intellectual Impairment: A Definition

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

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

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

- limitations in cognitive development hindering the student's learning ability regarding certain objectives in regular programs and requiring the adaptation of teaching or a special program;

- functional limitations in the area of personal and social autonomy leading to the need for assistance when dealing with new activities or the need for training in basic self-care skills;

- relatively pronounced difficulties in sensory-motor and communication development, possibly leading to the need for special assistance in these areas."

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

1.1.2 Impairment, Disability and Handicap: Concepts Not to Be Confused

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

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

- Something abnormal happens within the person. It may be congenital or acquired. Causal circumstances (etiology) bring about structural or functional changes in the body, such as an illness or a developmental problem (intrinsic situation).

- Someone becomes aware of this fact. In other words, the pathological state is **exteriorized**.

  More often than not, it is the parents or the persons themselves who realize that something is wrong and consult a specialist who then confirms the presence of a problem. This is the IMPAIRMENT.

- Regular activities are likely to be curtailed and the illness or problem becomes **objectified**. These are the DISABILITIES.

- Other people's perception of the alteration in a person's behavior or functioning can create disadvantages for him or her. For example the person may be marginalized because he or she does not follow social norms. Here, having an illness or a problem is **socialized**. This is the HANDICAP.

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

Impairment

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

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

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

Disability

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

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

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

Handicap

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

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

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

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

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

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

The role of education
in the appearance of a handicap

Illness

or → **Impairment** → **Disability** → **Handicap**

Pathological state

(Intrinsic situation) (exteriorized) (objectified) (socialized)

Teaching process

1.1.3 Cognitive and Non-cognitive Characteristics

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

Cognitive characteristics

A) Developmental delay

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

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

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

B) Functional disabilities

- **Memory**

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

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

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

- **Attention**

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

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

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

- **Transfer and generalization**

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

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

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

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

Non-cognitive characteristics

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

NON-COGNITIVE CHARACTERISTICS	STRATEGIES
- Feeling of failure (self-confidence)	- Adapt teaching to make challenges reasonable. - Make success possible by presenting students with appropriate tasks.
- Self-esteem	- Adapt the environment to make room for the child. - Show through gestures that the child is appreciated just the way he/she is. - Acknowledge small successes.
- Motivation to learn	- Choose chronological (real) age-appropriate activities. - Suggest meaningful tasks that have useful and functional purposes. - Constantly encourage the child by using motivational systems.

Part One

1.2 Guiding Principles

1.2.1 The Aims of Education

1.2.2 General Objective of the Adapted Program

1.2.3 Basis for Educational Practices for Students with Intellectual Impairments

1.2.1 The Aims of Education

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

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

1.2.2 General Objective of the Adapted Program

The goal of this program is to help students with moderate to severe intellectual impairments to develop the knowledge, skills and attitudes necessary to be autonomous, to integrate into society and to participate in the work force.

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

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

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

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

The concept of autonomy is necessarily relative, susceptible to degrees and to progress. Two dangers exist: one is to assume its presence too soon, which can discourage the students, and the second is to forbid autonomous behavior where it might exist, which is equal to thwarting the students.[3]

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

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

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

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

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

Autonomy and responsibility for students with intellectual impairments

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

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

Some of the research on autonomy has shown significant correlations between the degree of social integration and the development of skills and knowledge in four particular areas:
- numbers and their daily use;
- communication (oral, written and non-verbal);
- time management;
- money management.

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

The choice of learning activities related to these five areas is very important, given the students' ability to remember and generalize. The school milieu must offer the students age-appropriate activities as well as the means with which to complete tasks adequately, while taking into account their developmental delay.

The regular programs determine age-appropriate related content which corresponds to the knowledge and skills necessary for life in society. The regular programs will thus serve as a reference when selecting objectives

that are conducive to the progressive development of autonomy and responsibility in students with moderate to severe intellectual impairments.

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

1.2.3 Basis for Educational Practices for Students with Intellectual Impairments

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

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

▼ Learning as an active process

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

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

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

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

To consider learning as an active process:

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

▼ Making learning activities meaningful

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

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

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

Tasks that have practical, useful consequences on the students' life, play, work and social environments help to sustain motivation to learn. What the students do has meaning.

To make learning activities meaningful:

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

▼ Recognizing the importance of prior knowledge in learning

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

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

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

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To recognize the importance of prior knowledge in learning:

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

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▼ Facilitating learning by reducing the complexity of a given task

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

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

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

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

Model **1 6 5 0**

Making up the number using digit-to-digit correspondence

1 6 5 0

To reduce the complexity of tasks:

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

▼ Presenting the students with reasonable challenges

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

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

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

- making sure that students with intellectual impairments experience success at suitable tasks in order to counter feelings of failure;
- giving students an opportunity to choose activities or material;

- adapting the environment so that students may be placed in situations that ensure success;

- praising small successes;

- and constantly reevaluating the guidelines offered to gradually decrease dependence on external support.

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

To present the students with reasonable challenges:

- Have the students experience success to counter a sense of failure.

- Give the students an opportunity to make choices with regards to activities or materials

- Reinforce small triumphs.

- Reduce dependency.

▼ Emphasizing visual stimulation

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

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

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

Student with intellectual impairments learn largely through imitation. The ability to imitate stems from the fact that visual receptors are so predominant

in collecting and processing information. Students with intellectual impairments will rely more on visual stimuli than on other types of stimulus to recall information related to school work.

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

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

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

To emphasize visual stimulation:

- Accentuate the characteristics of an object.

- Modify the environment so as to facilitate the visualization of stimuli.

- Offer daily opportunities for social adjustment.

▼ Attracting and retaining attention

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

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

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

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

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

To attract and retain attention:

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

▼ Offering guidance

Students who are learning something new are in a situation of cognitive conflict and are exposed to a problem-solving situation.

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

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

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

their cognitive equilibrium and their view of the world. The students need to be guided through the process.

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

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

- the teacher demonstrates a task physically while the students watch (modelling);

- the teacher guides the students using direct physical contact (guidance);

- the students observe other students as they accomplish a task (peer modelling);

- an illustration of the procedure shows the students what has to be done (visual support).

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

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

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

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

Interventions must be adjusted to take into account the students' prior knowledge, their level of autonomy in learning, their level of motivation and the difficulties inherent in a task.

To offer guidance:

- Offer models for imitation.
- Support the students' actions and thinking, using mediation.
- Adapt guiding and mediating interventions.

▼ Sustaining motivation

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

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

Students will become motivated based on their experiences, successes and failures. If one can learn to be motivated, then motivation can be taught.

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

Although success in itself is the greatest source of motivation and reinforcement, students still need to have their successes and progress confirmed. It is the teacher's responsibility to help students construct their motivation by giving constant reinforcement during the learning process.

Feedback provided to confirm the correctness of a response, encouragement and praise must be part and parcel of teaching. The more encouragement and confirmation students receive, the more committed they will be to participate and to persist in finishing a task.

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

To sustain motivation:

- Emphasize progress and success.
- Praise the students' efforts.
- Offer constant encouragement (e.g. feedback, reinforcement, rewards).
- Offer the students opportunities to do things like other students their age.

▼ Facilitating learning retention by practicing autonomy through repeated exercises

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

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

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

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

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

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

To facilitate learning retention:

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

▼ Planning activities which facilitate transfer

The problem with transfer is that the students have a hard time using a new concept or skill in a situation that is different from the one they learned it in.

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

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

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

To plan activities which facilitate the transfer of skills:

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

Basis for Educational Practices: A Summary

To consider learning as an active process:
- Facilitate student experimentation and discovery.
- Encourage students to take charge.
- Guide students discretely during trial sessions.
- Encourage active group participation.

To make learning activities meaningful:
- Aim for essential objectives.
- Suggest meaningful tasks which have useful, practical and immediate consequences.
- Use new skills in real contexts.
- Let the students know what results are expected of them and why learning a particular skill is useful.

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

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

To present the students with reasonable challenges:
- Have the students experience success to counter a sense of failure.
- Give the students an opportunity to make choices with regards to activities or materials.
- Reinforce small triumphs.
- Reduce dependency.

Basis for Educational Practices: A Summary (cont.)

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

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

To offer guidance:
- Offer models for imitation.
- Support the students' actions and thinking, using mediation.
- Adapt guiding and mediating interventions.

To sustain motivation:
- Emphasize progress and success.
- Praise the students' efforts.
- Offer constant encouragement (e.g. feedback, reinforcement, rewards).
- Give the students opportunities to do things like other students their age.

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

To plan activities which facilitate the transfer of skills:
- Choose contexts which are as close as possible to ones in which the students will use the skills or knowledge learned.
- Make the conditions of transfer explicit**.**
- Work in close collaboration with parents.
- Decontextualize knowledge.

Part Two

Contents of the *Challenges* Program

Overview

Part Two

Overview

The program proposes the development of knowledge, skills and attitudes, in short of abilities which are essential for the attainment of autonomous and responsible behavior within the community.

Outline of ***Part Two***

2.1 Program Outline

- 2.1.1 Introduction to the Adapted Curricula
- 2.1.2 Learning Contexts
- 2.1.3 Progressive Growth

2.2 Learning Content

- 2.2.1 Basic Subjects
- 2.2.2 Social Integration
  - Personal and Social Education
  - Preparing for the Job Market

2.3 Transfer of Learning

- 2.3.1 Facilitating the Transfer and Generalization of Learning
- 2.3.2 Teaching Materials

Part Two

2.1 Program Outline

2.1.1 Introduction to the Adapted Curricula

2.1.2 Learning Contexts

2.1.3 Progressive Growth

2.1.1 Introduction to the Adapted Curricula

The educational approach proposed in the CHALLENGES program is designed to favor the social integration of students with a moderate to severe intellectual impairments. The curriculum has two main sections: basic subjects and social integration. For students aged 16 to 21, the "Social Integration" section is further divided into two parts: personal and social education, and preparing for the job market.

In each curriculum, the competencies to be acquire are organized into elements of competency and observable behaviors. Elements of competency concern learning domains, while observable behaviors involve the observation and the measurement of behaviors and skills in various spheres of activity.

Competencies	Elements of Competency	Observable Behaviors
I	I	I
I	I	I
Expected global behaviors	**Learning domains**	**Fields of activity**

Definitions

Competencies

In the curricula described here, the word "competency" refers to an integrated set of socio-affective behaviors and cognitive and psycho-sensori-motor skills that are necessary in order to perform relatively complex activities or acts in an acceptable manner.[1]

The competencies, which are the ultimate objectives of the curricula, are selected on the basis of various considerations, such as the goals of education, the purposes for which training is being given and the target group.

Each competency can be expressed in terms of an expected overall behavior, which is the principal statement of the objective the student must

[1] Québec. Ministère de l'Éducation. Direction générale de la formation professionnelle. *Organizational Framework for Vocational Education*. Québec, 1987.

attain. It corresponds both to the action to be taken and the result that should be attained on completion of a development phase by the student.

Elements of competency

The elements of competency are steps in the achievement of the expected behavior in the learning domains. They help provide a clear understanding of the expected behavior.

Observable Behaviors

In the curricula described here, observable behaviors are actions carried out by the students in various contexts, which make it possible to evaluate their progress towards a given competency. The competency is not broken up into units. The list of observable behaviors that accompanies each competency is not exhaustive, but is rather intended to help clarify the field of activity in which the competency applies.

The Sections of the CHALLENGES Program

Section I - Basic Subjects

Section I deals wirh knowledge the students need in order to achieve autonomy and social integration (see part 1).

In order to live independently in society and to hold jobs, the students must acquire a knowledge of English and mathematics and learn to manage time, money and their surroundings.

Moral education and confessionnal religious education instruction aim to develop the students' sense of responsibility.

Section II - Social Integration

1. Personal an Social Education

The second section of the program is devoted to the consolidation of competencies by means of the application of the learning they represent (knowledge, skills, attitudes and behaviors) within the broader context of the community. The goal here is for the students to transfer what they have learned to the various social and community settings in which they will be living and working. The use of behaviors learned in the program to achieve successful social, physical and community integration is the lynchpin of the program.

2. Preparing for the Job Market

The CHALLENGES program also gives students with moderate to severe intellectual impairments practical work experience. By participating in practicums, the students are able to explore the world of work, to clarify their interests and to acquire and develop a functional competency permitting them to enter the job market and to remain there.

Table 1 (see the following page) offers a synthesis of the competencies and learning domains in the CHALLENGES program.

Table 1 - Outline of the *Challenges* Program

Aim of the *Challenges* Program

To help the student with a moderate to severe intellectual impairment to develop the knowledge, skills and attitudes necessary to be autonomous, to integrate into society and to participate in the work force.

General Objectives and Learning Domains

SECTION I **Basic Subjects**	SECTION II **Social Integration**	
Competencies	***Personal and Social Education***	***Preparing for the Job Market***
1. To develop basic mathematical skills in everyday situations. *2. To develop basic time, money and space management skills.* *3. To adopt moral values favoring responsible behavior in society.* **Mathematics** 1.1 Natural Numbers 1.2 Geometry 1.3 Relative Whole Numbers 1.4 Fractions 1.5 Measurement **Social Studies** 1.6 Time 1.7 Money 1.8 Space **Religious and Moral Instruction** 1.9 Inner Life 1.10 Friendships and Mutual Help 1.11 Holidays and Celebrations	**Competency** *To adopt personal and social behaviors enabling him or her to be relatively autonomous in society* **Home Life** 2.1 Eating Habits 2.2 Clothing 2.3 Health/Hygiene 2.4 Physical Safety 2.5 Upkeep of Living Environment 2.6 Consumer Education **Personal Growth** 2.7 Sexuality 2.8 Interpersonal Relationships 2.9 Personal Development 2.10 Rules of Appropriate Behavior **Transportation** 2.11 Moving from One Place to Another **Leisure** 2.12 Leisure Activities	**Competency** *To develop a functional skill and acquire behaviors compatible with the expectations of a work environment* **Introduction to the World of Work** 2.13 Work Environments **On-the-Job Work Placements** 2.14 Appearance 2.15 Work Organization 2.16 Initiative 2.17 Functional Relationships with Co-workers 2.18 Reliability, Punctuality 2.19 Efficiency

2.1.2 Learning Contexts

Subjects covered in both sections of the program must be presented to the students within contexts that facilitate as much as possible participation in **meaningful** activities and the transfer of learning.

The Classroom

A classroom context is conducive to the learning of basic subjects. A classroom enables one to have better control of the conceptual elements useful for acquiring an ability.

The Community

Learning that takes place within the context of a classroom must, however, be reapplied as much as possible in real-life situations, thereby enabling immediate functional use.

The student who has learned how to make purchases in a simulated classroom setting will be able to consolidate his or her learning by practicing it in a real-life situation when using a community service (e.g. in a store, grocery store, restaurant).

Workshop-Classes

Workshop-classes offer a practical way of learning the basic abilities needed to start working. It is also the ideal context for learning behaviors relating to autonomy in the home (e.g. cooking, cleaning, washing).

Work Placements

Work placements may take place internally or externally, in small groups or individually, most often with accompaniment.

On-the-job work placements are the ideal contexts for activities which help prepare students for the job market.

Although similar to workshop-classes, job placements have the advantage of placing students in a real job context with all the constraints and demands that such situations entail. In addition to giving students the opportunity to learn specific work related skills, this context also allows, if necessary, for the verification and correction of social behaviors.

2.1.3 Progressive Growth

The program takes place over a period of five consecutive years and is divided into five phases. The phases do not correspond to the age of the students nor to the number of years spent in the program, but rather to stages of development of the students.

Depending on their abilities and needs, students may, for example, go directly from Phase I to Phase III, or remain for more than one year in the same phase.

Within this progressive growth process, individualized education plans (IEP) become an essential tool for decision making.

Phase I

The first year consists in initiating the students to the program. Areas of learning related to the basic subjects, and functional and social autonomy are particularly emphasized. It is a year in which students can catch up, improve and adjust.

The students are introduced to daily living routines by way of workshop-classes targeting the development of autonomy in the home.

Phase II

While continuing to acquire new skills in the basic subjects, the students must spend time strengthening their abilities.

At this stage, the program extends out into the community and makes use of its resources. The students become more conscious of the working world through their participation in workshop-classes. Within the context of workshop-classes, the students are able to work at different jobs and to experiment with various responsibilities. The emphasis is on developing autonomy in a work environment, on organizing work and on developing appropriate attitudes.

Phase III

This is a consolidation phase. Here, intervention strategies must foster the transfer of acquired knowledges and skills to contexts that are as realistic as possible: the home, the community and the workplace.

This is a pivotal phase, in which the students begin their integration into the job market. Through work placements (internal or external, for those who

can take advantage of them), the students are able to acquire their first formal work experiences with all the demands they entail.

Phase IV

During this phase, the students are asked to broaden their work experiences. At this stage, practical work placements within regular work settings are emphasized. This strategy helps the students to adapt to various work situations and enables them to zero in on personal interests and aptitudes.

Learned social skills may be used in real work situations. Particular care must be taken to set up mechanisms whereby direct supervision by an accompanying educator may be transferred to a work supervisor.

Basic academic skills are taught based on needs identified in the workplace.

Phase V

During this phase of social and professional integration, the emphasis is placed on work performance. To this end, the IEP take into account the students' transition from school to the work force. The aim of the IEP is to have the students consolidate learning by emphasizing the use of their strengths.

At the end of this final phase, those who have worked with the young adults will be able to give a detailed outline of the students' capabilities and abilities.

Table 2 on the following page shows how many hours are allowed to each phase of the program. Room for maneuvering is provided to facilitate individualized education. These extra hours may be used for complementary educational services or to reinforce training.

Table 2 - **Hours of Training in Each Phase**

Challenges Program

	Phase I	Phase II	Phase III	Phase IV	Phase V
Section I: Basic Subjects					
- English (See *Language for Life Program*)	*200*	*150*	*100*	*100*	*100*
- Mathematics	125	100	75	50	50
- Social Studies	125	100	75	50	50
- Moral and Religious Instruction	50	50	50	50	50
Section II: Social Integration					
A) Personal and Social Education - Home Life - Personal Growth - Transportation - Leisure Time	200	250	250	250	250
B) Preparing for the Job Market - Introduction to the World of Work - On-the-Job Work Placements	100	150	250	300	350
Extra hours	100	100	100	100	100
TOTAL hours/year	900	900	900	900	900

Part Two

2.2 Learning Content

2.2.1 Basic Subjects

2.2.2 Social Integration

- *Personal and Social Education*
- *Preparing for the Job Market*

2.2.1 Section l: Basic Subjects

- **Mathematics**
- **Social Studies**
- **Religious and Moral Instruction**

Competencies

1. To develop basic mathematical skills in everyday situations.
2. To develop basic time, money and space management skills.
3. To adopt moral values favoring responsible behavior in society.

Basic Subjects

Mathematics - Social Studies - Religious and Moral Instruction

Competencies

1. To develop basic mathematical skills in everyday situations.

2. To develop basic time, money and space management skills.

3. To acquire moral values favoring responsible behavior in society.

Element of Competency	PHASES				
	I	II	III	IV	V
Mathematics					
1.1.1 To solve problems of addition and subtraction.	X	X	X	X	X
1.2.1 To draw and construct two-dimensional figures.					
1.3.1 To use relative whole numbers in concrete situations.	X	X	X	X	X
1.4.1 To use fractions in everyday situations.	X	X	X	X	X
1.5.1 To solve simple measurement problems.	X	X	X	X	X
Social Studies					
1.6.1 To manage his or her own time-table, in varied and practical situations.	X	X	X	X	X
1.7.1 To learn how to pay any amount less than $100.00, in varied and practical situations.	X	X	X	X	X
1.8.1 To move around in familiar environments, using reference points.	X	X	X	X	X
Religious and Moral Instruction					
1.9.1 To demonstrate basic attitudes associated with attention to spiritual realities (thoughts, emotions, interior images).	X	X	X	X	X
1.10.1 To demonstrate helpful, giving and forgiving attitudes and behaviors.	X	X	X	X	X
1.11.1 To demonstrate attitudes enabling them to participate in events marking certain moments of life: births, deaths, etc.	X	X	X	X	X

Mathematics
1.1 Natural Numbers

COMPETENCY to be acquired:
to develop basic mathematical skills in everyday situations.

Element of Competency

1.1.1 To solve problems of addition and subtraction.

OBSERVABLES BEHAVIORS	PHASES				
	I	II	III	IV	V
Solves addition problems using concrete materials.	X	X	X	X	X
Solves addition problems with the help of illustrations.	X	X	X	X	X
Uses a calculator correctly.	X	X	X	X	X
Recognizes the context and chooses the operation and the illustrations (adds).	X	X	X	X	X
Solves subtraction problems using concrete materials.				X	X
Solves subtraction problems with the help of illustrations.				X	X
Recognizes the context and chooses the operation and the illustrations (subtracts).				X	X

Mathematics
1.2 Geometry

COMPETENCY to be acquired:
to develop basic mathematical skills in everyday situations.

Element of Competency

1.2.1 To draw and construct two-dimensional figures.

OBSERVABLES BEHAVIORS	PHASES				
	I	II	III	IV	V
Recognizes in his or her surroundings objects shaped like circles, rectangles, squares and triangles.	X	X			
Draws and constructs the following shapes: square, triangle, rectangle, circle.	X	X	X		
Compares various plane figures.				X	X

Mathematics

1.3 Relative Whole Numbers (integers)

COMPETENCY to be acquired:
to develop basic mathematical skills in everyday situations.

Element of Competency

1.3.1 To use relative whole numbers in concrete situations.

OBSERVABLES BEHAVIORS	PHASES				
	I	II	III	IV	V
Reads the temperature.	X	X	X		

Mathematics
1.4 Fractions

COMPETENCY to be acquired:
to develop basic mathematical skills in everyday situations.

Element of Competency

1.4.1 To use fractions in everyday situations.

OBSERVABLES BEHAVIORS	PHASES				
	I	II	III	IV	V
Associates a fraction with a part of an object or set of objects.			X	X	X
Reads and writes fractions.				X	X

Mathematics
1.5 Measurement

COMPETENCY to be acquired:
to develop basic mathematical skills in everyday situations.

Element of Competency

1.5.1 To solve simple measurement problems.

OBSERVABLES BEHAVIORS	PHASES				
	I	II	III	IV	V
Measures objects in centimetres (concrete situation and illustration).	X	X	X		
Uses the centimetre as a unit of measure.	X	X	X	X	X
Uses a measuring instrument with numerical display (2 m 35).	X	X	X	X	X
Measures liquids (500 ml of milk).			X	X	X
Measures volumes (1 cup of flour).			X	X	X
Asks for the quantity he or she wants.			X	X	X

Social Studies
1.6 Time

COMPETENCY to be acquired:
to develop basic time, money and space management skills.

Element of Competency

1.6.1 To manage his or her own time-table, in varied and practical situations.

OBSERVABLES BEHAVIORS	PHASES				
	I	II	III	IV	V
Recognizes, as often as requested, familiar activities appearing on his or her time-table: - Follows his or her time-table; - Has a personal agenda.	X	X	X	X	X
Associates a signal, a time or a date to a corresponding familiar activity on the time-table: - Lunch - Activity - Holiday - Outing - Party - Recess-Break	X	X	X	X	X
Remembers a scheduled activity, without a signal or model.	X	X	X	X	X
Anticipates familiar activities from his or her school schedule, by using a calendar, a time-table or an agenda: - Lunch - Activity - Holiday - Outing - Recess-Break - Daily and weekly schedule	X	X	X	X	X
Is familiar with the different components of a time-table, agenda or calendar: - A day, a week, a date, a month, a year, an activity, a place, a time.	X	X	X	X	X

Social Studies
1.7 Money

COMPETENCY to be acquired:
to develop basic time, money and space management skills.

Element of Competency

1.7.1 To learn how to pay any amount less than $100.00, in varied and practical situations.

OBSERVABLES BEHAVIORS	PHASES				
	I	II	III	IV	V
Adds the price of 3 to 5 items, using a calculator.	X	X	X		
Associates a given price to the amount to be paid.	X	X	X	X	X
Hands money over to cashier.	X	X	X	X	X
Waits for change.	X	X	X	X	X
Puts change back into his or her wallet, then into a pocket or a hand-bag.					
Takes his or her purchases.					

Social Studies
1.8 Space

COMPETENCY to be acquired:
to develop basic time, money and space management skills.

Element of Competency

1.8.1 To move around in familiar environments, using reference points.

OBSERVABLES BEHAVIORS	PHASES				
	I	II	III	IV	V
Identifies reference points in daily situations.	X	X			
Uses reference points to orient himself or herself in his or her environment.	X	X			
Goes regularly, on his or her own, from one place to another: - Within the school; - Outside the school.	X	X	X		
Recognizes traffic light signals.		X	X		
Responds to traffic light signals correctly.		X	X	X	X
Recognizes main road signals.			X	X	X

Religious and Moral Instruction or Moral Education

1.9 Inner Life

COMPETENCY to be acquired:

to adopt moral values favoring responsible behavior in society.

Element of Competency

1.9.1 To demonstrate basic attitudes associated with attention to spiritual realities (thoughts, emotions, interior images).

OBSERVABLES BEHAVIORS	PHASES				
	I	II	III	IV	V
Holds a physical position (sitting or standing) for a fixed period of time.	X	X	X	X	X
Names images (objects, sounds, colors) that he or she finds within himself or herself.	X	X	X	X	X
Reproduces his or her interior images in drawings or words.	X	X	X	X	X
Expresses his or her feelings about these interior images.	X	X	X	X	X
Distinguishes between "interior images" and "concrete objects".	X	X	X	X	X
Listens to short narratives about one or more superior beings.	X	X	X	X	X
Expresses his or her reactions after listening to these narratives.	X	X	X	X	X

Religious and Moral Instruction or Moral Education

1.10 Friendship and Mutual Help

COMPETENCY to be acquired:

to adopt moral values favoring responsible behavior in society.

Element of Competency

1.10.1 To demonstrate helpful, giving and forgiving attitudes and behaviors.

OBSERVABLES BEHAVIORS	PHASES				
	I	II	III	IV	V
Recognizes words, gestures or objects signifying friendship.	X	X	X		
Uses words or gestures to indicate friendship.	X	X	X		
Gives someone a present.	X	X	X		
Thanks someone for a present.	X	X	X		
Recognizes a friend's need for help.	X	X	X	X	X
Communicates his or her own need for help.	X	X	X	X	X
Expresses gratitude for help that he or she receives.	X	X	X		
Recognizes verbal or body language expressing contrition or the desire for reconciliation or pardon.	X	X	X		
Participates in groups and in mutual help activities.	X	X	X	X	X

Religious and Moral Instruction or Moral Education

1.11 Holidays and Celebrations

COMPETENCY to be acquired:

to adopt moral values favoring responsible behavior in society.

Element of Competency

1.11.1 To demonstrate attitudes enabling them to participate in events marking certain moments of life: births, deaths, etc.

OBSERVABLES BEHAVIORS	PHASES				
	I	II	III	IV	V
Recognizes the places and times associated with holidays.	X	X	X	X	X
Helps organize a festive event.	X	X	X	X	X
Recognizes occasions of suffering and sadness.	X	X	X	X	X
Goes to places where holidays or rites are celebrated: churches, community halls, hospitals, funeral homes, etc.	X	X	X	X	X
Respects the rules of behavior governing visits to the hospital, a funeral home, etc.	X	X	X	X	X

2.2.2 Section II: Social Integration

Personal and Social Education
- Home Life
- Personal Growth
- Transportation
- Leisure Time

Preparing for the Job Market
- Introduction to the World of Work
- On-the-Job Work Placements

Personal and Social Education

Competency

To adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Social Integration
Personal and Social Education

Competency

To adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency	PHASES				
	I	II	III	IV	V
Home Life					
2.1.1 To demonstrate basic abilities related to eating habits.	X	X	X	X	X
2.2.1 To demonstrate basic abilities related to clothing.	X	X	X		
2.3.1 To have life habits which promote good health and good personal hygiene.	X	X X	X		
2.4.1 To follow basic rules of physical safety.		X	X	X	
2.5.1 To demonstrate basic abilities related to the upkeep of a living environment.		X	X	X	
2.6.1 To adopt consumer habits which are within his or her means.	X	X	X	X	
Personal Growth					
2.7.1 To demonstrate socially acceptable sexual behavior.	X	X	X		
2.8.1 To be involved in harmonious interpersonal relationships with those surrounding him or her.	X	X	X		
2.9.1 To demonstrate basic attitudes which foster personal development and self-confidence.		X	X	X	X
2.10.1 To follow conventional rules in public.		X	X	X	X
Transportation					
2.11.1 To move safely on his or her own from one place to another.		X	X	X	
Leisure Time					
2.12.1 To take part in leisure activities at school and in his or her community.					

Home Life
2.1 Eatings Habits

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.1.1 To demonstrate basic abilities related to eating habits.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Names the basic food groups.	X	X			
Identifies foods specific to each food group: - Milk and milk by-products; - Bread and cereals; - Fruits and vegetables; - Meat and substitutes.	X	X			
Prepares a lunch menu by choosing elements from each one of the four food groups illustrated.	X	X	X		
Plans meals and snacks for one week.	X	X	X	X	
Uses appropriate techniques for preparing a snack or a meal: - Chooses a drink; - Prepares a beverage; - Prepares a soup; - Prepares vegetables; - Prepares a simple dish; - Chooses a dessert needing no preparation.	X	X	X	X	
Uses given kitchen tools and appliances safely and correctly: - a toaster; - a can-opener; - a kettle; - a stove; - a micro-wave oven; - vending machines.	X	X	X	X	

Home Life
2.1 Eatings Habits (cont.)

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.1.1 To demonstrate basic abilities related to eating habits.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Behaves appropriately at the table: - Wears appropriate clothes to the table; - Closes his or her mouth while eating; - Swallows food before opening mouth; - Places a hand in front of the mouth if about to sneeze or cough; - Uses a table napkin; - Takes small bites; - Uses utensils appropriately.	X	X	X		
Offers his or her help during meal time: - Sets the table; - Serves himself or herself; - Does the dishes; - Puts away dishes and utensils; - Cleans up his or her work area.	X	X	X		
Buys the food for a snack or meal: - Using a given procedure, makes up a grocery list; - Predicts the cost of purchases; - Goes, unsupervised, to the store; - Chooses articles, according pre-established list; - Pays for his or her purchases; - Brings back all bags of food; - Puts food away.	X	X	X	X	
Goes alone to a restaurant.			X	X	X
Orders a meal himself or herself, by telephone.			X	X	X

Home Life
2.2 Clothing

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.2.1 To demonstrate basic abilities related to clothing.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Cleans his or her clothes when dirty or stained.	X	X	X		
Washes clothes in a washing machine using appropriate products.	X	X	X		
Dries clothes in a drier using appropriate products.	X	X	X		
Regularly cleans his or her accessories.	X	X	X		
Wears the appropriate clothes for the season or temperature.					
Wears the appropriate clothes and accessories for various circumstances or activities (e.g. sports, cultural, social).	X	X	X		
Changes his or her clothes when dirty or stained.	X	X	X		
Goes to an appropriate place to dress and undress.	X	X			

Home Life
2.3 Healt/Hygiene

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.3.1 To have life habits which promote good health and good personal hygiene.

OBSERVABLE BEHAVIOURS	PHASES				
	I	II	III	IV	V
Identifies healthy eating habits and their merits.		X	X		
Identifies healthy physical activities and their merits.		X	X		
Keeps his or her hair clean and well-groomed.		X	X		
Washes his or her hands, when necessary.		X	X		
Brushes his or her teeth after a meal and when necessary.		X	X		
Is able to stay clean shaven.		X	X		
Takes good care of his or her skin.					

Home Life
2.4 Physical Safety

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.4.1 To follow basic rules of physical safety.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Uses common maintenance products safely.	X	X			
Puts away his or her clothes, objects and tools.	X	X			
Uses pointed or sharp objects carefully.	X	X			
Carefully climbs up and down places (e.g. a chair, stool, step stool).	X	X			
Follows main instructions as posted in public places.	X	X			

Home Life

2.5 Upkeep of Living Environment

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.5.1 To demonstrate basic abilities related to the upkeep of a living environment.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Keeps his or her locker neat and tidy.		X	X	X	
Dusts furniture, picture frames and window ledges.		X	X	X	
Cleans mirrors and windows with the appropriate cleansers.		X	X	X	
Washes the sink with the appropriate product.		X	X	X	
Cleans the floors with a broom, a mop or a vacuum cleaner.		X	X	X	
Washes the floor with the appropriate product.		X	X	X	
Washes the furniture (cupboards, appliances) with the appropriate product.		X	X	X	
Takes out the trash and replaces the garbage bag.		X	X	X	
Washes the toilet bowl.					

Home Life
2.6 Consummer Education

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.6.1 To adopt consumer habits which are within his or her means.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Makes product choices.	X	X	X	X	X
Compares product prices.		X	X	X	X
Buys products the price of which does not exceed the amount he or she disposes of.		X	X	X	X
Knows what it means to save.				X	X
Performs various transactions: • At a bank or caisse: - deposits; - withdrawals; - checks; - etc.				X	X
• At an automatic banking machine (ABM): - deposits; - withdrawals; - payments of bills; - etc.					

Personal Growth
2.7 Sexuality

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.7.1 To demontrate socially acceptable sexual behavior.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Is aware of his or her own feelings and emotions.	X	X	X		
Knows the difference between socially acceptable and unacceptable sexual behavior at school and in public places: - Permitted at school and in public places; - Forbidden at school and in public places.	X	X	X	X	
Is familiar with various forms of sexual solicitation: - Verbal and physical harassment; - Provocation; - Undesired touching; - Prostitution; - etc.	X	X	X		
Knows how to react when sexually solicited: - Knows how to say "no"; - Knows how to ask for help; - Knows how to denounce an aggressor; - etc.	X	X	X		
Avoids harassing the people around him or her.	X	X	X		
Knows the positive and negative consequences of sexual behavior.	X	X	X		
Is familiar with various forms of contraception.	X	X	X		

Personal Growth
2.8 Interpersonal Relationships

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.8.1 To be involved in harmonious interpersonal relationships with those surrounding him or her.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Applies identified methods of improving behavior and attitudes in himself or herself and in others (with the help of an adult).	X	X	X		
Respects the property of others.	X	X	X		
Expresses anger, aggression and displeasure appropriately.	X	X	X		
Addresses others with poise.	X	X	X		
Listens to the person who is speaking to him or her.	X	X	X		
Shakes hands when greeting another person.	X	X	X		
Expresses his or her emotions with poise.	X	X	X		

Personal Growth
2.9 Personal development

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.9.1 To demonstrate basic attitudes which foster personal development and self-confidence.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Is aware of his or her own interests, tastes and capabilities.	X	X	X		
Identifies tasks which correspond to his or her capabilities.	X	X	X		
Adapts to new situations.	X	X	X		
Puts his or her own talents to good use: - Has a positive self image; - Is able to express himself or herself; - Is aware of values, interests; - Etc.	X	X	X		
Is aware of strong points and of areas which need improving in his or her own personality.	X	X	X		

Personal Growth
2.10 Rules of appropriate behavior

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.10.1 To follow conventional rules in public.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Respects his or her own space and that of others.		X	X	X	
Addresses himself or herself to the appropriate people when giving or receiving information.		X	X	X	
Is polite with people.		X	X	X	
Pays his or her own way.		X	X	X	
Keeps area clean.		X	X	X	

Transportation
2.11 Moving from One Place to Another

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.11.1 To move safely on his or her own from one place to another.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Circulates as a pedestrian, respecting basic road safety rules: - Looks both ways before crossing a street; - Observes traffic signals; - Crosses at intersections.		X	X	X	X
Uses public transportation independently: - Goes to the bus stop or metro station on his or her own; - Recognizes his or her bus or platform number; - Stays within the safety lines at a metro station; - Lets passengers get off before getting on a bus or metro; - Waits for his or her turn before getting on a bus or metro; - Holds firmly onto safety rails or straps in a bus or metro; - Does not bother other passengers on a bus or metro; - Does not hamper the functioning of the bus or metro.		X	X	X	X
Observes the main signs posted in a bus or metro: - Exit, Entrance; - Do not enter; - Do not litter; - Do not disturb the bus driver.		X	X	X	X
Uses adapted transportation: - Reserves adapted transportation with help; - Reserves adapted transportation without help.		X	X	X	X

Leisure Time
2.12 Leisure Activities

COMPETENCY to be acquired:
to adopt personal and social behaviors enabling him or her to be relatively autonomous in society.

Element of Competency

2.12.1 To take part in leisure activities at school and in his or her community.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Chooses, among various possibilities, a leisure activity of his or her liking.		X	X	X	
Prepares the physical environment in which a chosen activity will take place, in a way that is functional, realistic and respectful of others.		X	X	X	
Participates in the chosen activity.		X	X	X	
Leaves the physical area of an activity in the same way as it was when he or she started.		X	X	X	
Is familiar with the recreational resources of his or her community.		X	X	X	
Participates in the leisure activities of his or her community.		X	X	X	

2.2.2 Section II: Social Integration

Personal and Social Education
- Home Life
- Personal Growth
- Transportation
- Leisure Time

Preparing for the Job Market
- Introduction to the World of Work
- On-the-Job Work Placements

Preparing fot the Job Market

Competency

To develop a functional skill and to acquire behaviors compatible with the expectations of a work environment.

Social Integration
Preparing for the Job Market

Competency

To develop a functional skill and acquire behaviors compatible with the expectations of a work environment.

Element of Competency	PHASES				
	I	II	III	IV	V
Introduction to the World of Work					
2.13.1 To be familiar with the main types of work environments.	X	X	X	X	X
On-the-Job Work Placements					
2.14.1 To present himself or herself in a clean and appropriate manner at all times.			X	X	X
2.15.1 To be able to organize himself or herself in a task according to work requirements.			X	X	X
2.16.1 To show initiative in the workplace.			X	X	X
2.17.1 To entertain functional relationships with co-workers.			X	X	X
2.18.1 To develop the habit of being reliable and punctual at work.		X	X	X	X
2.19.1 To work efficiently.			X	X	X

Introduction to the World of Work
2.13 Work Environments

COMPETENCY to be acquired:
to develop a functional skill and acquire behaviors compatible with the expectations of a work environment.

Element of Competency

2.13.1 To be familiar with the main types of work environments.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Identifies employment sectors of interest to him or her and that correspond to his or her capabilities, qualifications and interests. Examples of work environments: - Office; - Factory; - Store. Examples of employment sectors: - Restoration; - Caretaking; - Printing.			X	X	X
Names non-specialized jobs accessible to him or her, within his or her community.			X	X	X
Is familiar with particular job requirements depending on the job: - Minimum qualifications; - Generic abilities; - Working conditions; - Etc.			X	X	X

Introduction to the World of Work
2.13 Work Environments (cont.)

COMPETENCY to be acquired:
to develop a functional skill and acquire behaviors compatible with the expectations of a work environment.

Element of Competency

2.13.1 To be familiar with the main types of work environments.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Participates in different activities which reflect real job market conditions. Examples of activities: - Visits to companies, public service facilities, etc. - Presentations by students on their work placement experience; - Presentation by parents; - Films.		X	X	X	
Is familiar with the jobs of different staff members in his or her school. - Administrators - Secretaries - Janitors - Supervisors - Complementary services personnel - Etc.	X	X	X		
Is familiar with the jobs of different people in his or her community. - Fire fighters - Doctors - Teachers - Farmers - Chaplains - Etc.	X	X	X		

On-the-Job Work Placements
2.14 Appearance

COMPETENCY to be acquired:
to develop a functional skill and acquire behaviors compatible with the expectations of a work environment.

Element of Competency

2.14.1 To present himself or herself in a clean and appropriate manner at all times.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Wears clean clothes.			X	X	X
Wears the appropriate clothes for the circumstances.			X	X	X
Wears the appropriate clothes for the task.			X	X	X

On-the-Job Work Placements
2.15 Work Organization

COMPETENCY to be acquired:
to develop a functional skill and acquire behaviors compatible with the expectations of a work environment.

Element of Competency

2.15.1 Is able to organize himself or herself in a task according to work requirements.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Works independently for a period of time.			X	X	X
Finishes a task before starting another.			X	X	X
Respects his or her own working space.			X	X	X
Follows a prescribed working method.			X	X	X
Uses tools and materials appropriately.			X	X	X
Respects health and safety rules as per established norms.			X	X	X
Respects rules for proper hygiene as per established norms.			X	X	X
Identifies an individual to whom he or she may go to for help.			X	X	X
Is familiar with major stress reduction methods.			X	X	X

On-the-Job Work Placements
2.16 Initiative

COMPETENCY to be acquired:
to develop a functional skill and acquire behaviors compatible with the expectations of a work environment.

Element of Competency

2.16.1 Shows initiative in the workplace.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Starts his or her work without cues or instructions.			X	X	X
Asks for advice or help when he or she is having difficulty.			X	X	X
Offers help to a peer.			X	X	X
Chooses a solution when faced with a problem.			X	X	X
Finds elements which will be useful for completing a task.			X	X	X

On-the-Job Work Placements

2.17 Functional relationships with Co-workers

COMPETENCY to be acquired:

to develop a functional skill and acquire behaviors compatible with the expectations of a work environment.

Element of Competency

2.17.1 To entertain functional relationships with co-workers.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Accepts to work under supervision.			X	X	X
Takes a supervisor's comments and suggestions into account.			X	X	X
Has appropriate exchanges with co-workers depending on the requirements of the work situation.			X	X	X
Works efficiently with his or her co-workers.			X	X	X

On-the-Job Work Placements
2.18 Reliability and Punctuality

COMPETENCY to be acquired:
to develop a functional skill and acquire behaviors compatible with the expectations of a work environment.

Element of Competency

2.18.1 To develop the habit of being reliable and punctual at work.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Goes to work regularly.		X	X	X	X
Describes the procedure to be followed in case of an absence or late arrival.		X	X	X	X
Follows established lunch and coffee break schedules.		X	X	X	X
Starts work on time.		X	X	X	X
Works until quitting time.		X	X	X	X

On-the-Job Work Placements
2.19 Efficiency

COMPETENCY to be acquired:
to develop a functional skill and acquire behaviors compatible with the expectations of a work environment.

Element of Competency

2.19.1 To work efficiently.

OBSERVABLE BEHAVIORS	PHASES				
	I	II	III	IV	V
Assumes his or her responsibilities.			X	X	X
Adapts to changing situations.			X	X	X
Concentrates on a given task.			X	X	X
Follows a proposed work rhythm.			X	X	X
Tolerates pressure.			X	X	X
Is able to produce work that conforms to proposed standards.			X	X	X
Checks to see whether the end results of his or her work measures up to imposed requirements.			X	X	X
Perseveres in repetitive tasks.			X	X	X

Part Two

2.3 Transfer of Learning

2.3.1 Facilitating the Transfer and Generalization of Learning

2.3.2 Teaching Materials

2.3 Transfer of Learning

As it was already mentioned in part I of this document, students with intellectual handicaps have difficulty using newly acquired knowledge or skills in situations other than those in which the learning has taken place. Hence the difficulty with the transfer of learning.

In order to respect the aims of the program as well as the foundations of educational practices, teaching must be pragmatic and should take place in meaningful contexts that are as realistic as possible. Artificial situations rarely offer the opportunity for true problem solving and do not facilitate the transfer of learning.

Learning content, as well as the various contexts in which learning activities take place, will have a direct influence on the type of approach to be used. However, whatever the approach, particular attention should always be paid to the integration of subjects.

2.3.1 Facilitating the Transfer and Generalization of Learning

Using projects

By using projects teachers incorporate specific learning objectives into a plan to meet a particular challenge or to accomplish a specific end result.

This approach is based on a set of activities which, when completed, converts the project into reality.

This approach fosters the active participation of the student in the different stages of an individual or group project. The student is invited to take part in all stages of the project: planning, organization and realization.

The teacher acts as a facilitator by helping students think about what they are going to do, the decisions they will have to make and the way in which various problems will have to be solved.

The advantage of the project approach is two fold: it increases the significance of learning activities by way of its projected goal and it offers opportunities for problem solving.

Although this approach is more suitable for a classroom, it can also be used in workshop-class contexts.

Making a yearbook is an example of a project that can be done for the most part in a classroom context. Starting with questions, each student is invited to describe a classmate, to make a portrait (physical characteristics, preferences, leisure activities, qualities, special talents, etc.). The student does this work within

the context of communication (reading, writing) and personal growth classes. Later, the student transfers the information gathered onto a computer and prints out his or her work. Then all the information is assembled and collated in a yearbook. This last part of the project can take place in a workshop-class context.

Some projects initiated in a class or workshop-class setting may be continued in other learning contexts. Within the framework of activities aimed at developing autonomy for home living, students may work together as a group to prepare a meal. Planning the menu and the shopping list, calculating quantities, looking for prices in flyers and estimating costs are aspects of the project that can take place within a classroom context. The actual buying of the food and other related activities (e.g. observing safety rules on the way to the grocery store, finding the items in the store, paying) can take place in real contexts, i.e. in the neighborhood grocery store or super-market. Finally, the preparation of the meal and related activities, such as setting the table and cleaning up, can take place within a kitchen workshop-class setting.

Projects may be limited in time, others may be on going. A visit to a museum is a project that is limited in time: it might last anywhere from two to four weeks, counting preparatory activities, the visit itself and follow-up activities. The preparation of a meal may be on going as it can take place every week during the school year.

Using themes

Using themes, like using projects, facilitates the integration of subjects and makes learning activities more meaningful because they are linked to one major subject area. Basic academic and social integration skills are taught and developed by way of exercises directly linked to a given theme.

Although the thematic approach presents essentially the same characteristics as the project approach, it is important not to confuse the two. Contrary to a project, which is created and developed from an idea, a theme is most often associated with a well-known cultural or social event. Thematic days, weeks and months may be used for this purpose in schools. For example, Nutrition Month, Conservation Week, Environment Month, International Health Day, Road Safety Week and Human Rights Day. Other events, such as starting school, religious holidays, Halloween, sugaring off, may also be exploited as themes.

The project and thematic approaches actually complement each other. Developing a theme may lead to activities which may, in turn, become a project. For example, during Environment Month, a group project involving paper recycling may be developed.

Using activities

Teaching and practicing sports and leisure activities or understanding certain concepts such as protection symbols can generally take place within a classroom context through what is known as the activity approach.

As well as being economical, this approach allows better control of variables that may influence learning. Students who are very dependent benefit more from this approach than from the project or thematic approach.

The activity approach is also useful for teaching daily school routines. Transportation, arrival and departure times, break time, lunch and recess all represent natural learning situations that can be used to help students develop autonomy, independence and social integration or to help them practice autonomous functional skills. "Routines" are thus considered to be learning activities.

Using work stations in a workshop setting

The attainment of objectives relating to job training and autonomous living may at first be carried out in a workshop setting. Here the students are expected to develop relevant job attitudes and skills by practicing at various work stations.

This approach enables a student to participate in the production of goods by working alone or in a group, on part of a product or on a product as a whole.

A work station may be part of an assembly line or an independent production unit. For example, the making of note paper pads out of recycled paper could be broken down into several tasks that could be performed at various work stations, as follows:

- Gathering the paper to be recycled;
- Preparing the paper (taking out staples and paper clips);
- Classifying the paper (by colour, size, texture etc.);
- Collating and assembling pages;
- Glueing;
- Putting on a cover page;
- Verification;
- Packaging;
- Distribution (classes, schools).

Stuffing envelopes, on the other hand, could be done at a work station at up as an independent unit, when the work is done entirely by one student. This type of work station would be considered an independent unit because it is not part of a particular chain of operations.

Using work duties

In addition to being the **most appropriate context** for preparing students for the job market, work placements also have the advantage of testing the students' acquired social skills, as they are fond with real social interaction.

The physical and mental activities as well as the operations involved in a job are what constitute job duties. An approach that uses work duties can be qualified as global and situational as it forces students to deal with all the variables in a real working settings while at the same time investing in the situation itself, which requires prerequisite skills and is oriented towards the production of specific goods or services. This approach generates frequent problem-solving situations in which students must use their abilities to adjust.

2.3.2 Teaching Materials

There are no teaching materials designed specifically to accompany the Challenges Program. However, activity guides for each basic academic subject do exist. Other regional pedagogical materials and software have also been developed in the past few years. Although no longer in print, the *Répertoire des logiciels éducatifs utilisés en adaptation scolaire, 1991,* an index of the software used in special education published by the ministère de l'Éducation, is still useful, as it contains many English references. The general *Catalogue des logiciels éducatifs évalués (1993),* also published by the MEQ, contains references to programs suitable for students with intellectual handicaps.

For activities that foster social integration, materials used for the *Individualized Paths for Learning* programs may be used with adaptations. With regards to job training activities, the setting up of workshop classes will bring about a diversification of educational materials. For example, household appliances, electronic scales, photocopiers, paper cutters, perforators, staplers, bulk products and various other tools used for caretaking will have to be considered as educational materials at the same level as books or exercise books. The same can be said of activities used to prepare and to facilitate the integration of students into the job market. Areas of work placement, specific materials used in each field, as well as the work regulations specific to particular tasks will dictate what educational materials will be used.

As for learning how to use public transportation, the Québec ministère des Transports has prepared a working document entitled *Le guide d'apprentissage au transport en commun pour les personnes ayant une déficience intellectuelle.*

Part Three

Evaluation

Overview

Part Three

Overview

Evaluation is an essential part of any pedagogical act. It represents an integral part of the learning/teaching process.

Evaluation can be carried out to the following ends:
- for diagnostic purposes;
- to establish an individualized education plan (IEP);
- for class placement;
- as a guide for the student in his or her progression and to make adjustments to an approach during the learning process;
- to assess learning;
- as a certification of a student's capabilities.

The purpose of the evaluation will dictate the object of the evaluation (what to evaluate), the choice of evaluation tool (how to evaluate) and the interpretation of the results (criterion or norm-referenced).

3.1 Formative and Summative Evaluation

There are two main types of evaluation in schools: formative evaluation and summative evaluation.

The purpose of formative evaluation is to inform the students of their progress and of their individual performance in relation to the learning objectives to be attained. It also enables teachers to monitor and to adapt their intervention strategies. The formative evaluation process is intimately linked to the learning/teaching process. It is part of an interactive and continuous process.

"Formative evaluation is the teacher's assessment of the students as they learn. By helping the students analyze what they have learned at each stage of the learning process, and by listening to what they say and observing what they do, teachers are able to measure, interpret and evaluate the students' performance and can decide on appropriate action."[1]

The purpose of summative evaluation, however, is to verify whether the student has learned what was expected, according to explicit standards. Summative evaluation takes place after a series of interventions on the learning content. Unlike formative evaluation which focuses on intermediate objectives, summative evaluation is concerned with the attainment of terminal objectives.

The summative evaluation process allows for a summary of learning to take place, in order to:

- establish the level at which terminal objectives have been attained;

- revise the IEP;

- recognize the transferable skills essential to work requirements.

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1 QUÉBEC, Ministère de l'Éducation. *Mathematics, Problem Solving, General Orientations,* (Code 16-2300-11A) Québec: 1989, p. 73-74.

3.2 Evaluation Tools

Direct observation of students in learning situations, discussions with individual students and the use of an observation checklist are the best ways to gather data on students' performance. Grading scales may vary from one setting to the next. However, the same scale should be used to evaluate the elements of competency for the whole program, as regards both the basic subjects and the skills related to practicums in workplaces.

3.3 Certification of a Practicum in a Workplace

Evaluation of skills associated with a particular occupation leads to certification of a practicum in a workplace. The certificate is issued by the school board at the end of the school year or at the end of the practicum . It should indicate the name of the student trainee, the occupation, the training received, where the practicum took place, the number of hours worked and the conditions (with or without accompaniment).

This certificate is accompanied by a practicum report, which describes the strenghts and weaknesses of the trainee.

3.4 Recognition of Learning

At the end of the school year, the school board issues a statement to each student, listing the elements of competency and the competencies acquired.

Conclusion

Setting up a new program involves meeting demands that are likely to upset the status quo. Planning for individualized education within three educational environments (the school, the community and the workplace), all situated in different areas and answerable to different variables (time-tables, rules), implies that all those concerned make adjustments.

Goodwill may sometimes come up against traditional administrative practices which are not necessarily facilitate change. Implementing this program may therefore imply a reevaluation of existing models and of the distribution of resources.

This program aims at creating a better tomorrow, a future where people with moderate to severe intellectual impairments can live and function as full-fledged members of our communities. It is an important educational and social challenge, given that families, schools, communities and work environments must work in close collaboration.

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Appendix

Evaluation Form

Adapted Curriculum: CHALLENGES
Preliminary Version

1. **In the space below, please comment on the general orientations of this curriculum (first part of the document).**

Suggested modifications

2. **Please comment on the content of this curriculum (second part of the document).**

Suggested modifications

3. **What is your general evaluation of this document?**

Thank you!

Please return your comments before October 30, 1999, to the following address:

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