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EXCELLENCE PIM
2014 SYMPOSIUM
April 11, 2014

TRANSITIONING
TOWARDS
INDEPENDENCE
RESOURCE FAIR
March 13th, 2014
John Grant High School
6000 Fielding Avenue,
Montreal, QC

JOYFUL LEARNING
WITH PAULA KLUTH, PHD
November 6, 2014
goldlearningcentre.com

Copy Editor
Robin Colyer

**Center of Excellence 2014 Symposium
REGISTER NOW!**

“DIVERSITY - CREATING A MORE ACCESSIBLE AND FLEXIBLE ENVIRONMENT”

April 11th, 2014

Manoir des Sables Hotel
90 avenue des Jardins, Orford QC

Our keynote speaker will be Luca “**Lazylegz**” Patuelli, founder and active member of the dance troupe “Ill-Abilities”, promoting “no excuses, no limits”.

The list of workshops is as follows:

1. SMART BOARDS in your Universal Design for Learning Toolkit with **Alex Dunn**, Speech–Language Pathologist, Upper Canada District School Board
2. Cultivating Creativity in the Classroom with Apps that Support Universal Design for Learning with **Andrea Prupas**, B. Ed, M.A., ALDI Coordinator
3. Heart Matters: What to do with a child’s feelings with **Eva de Gosztanyi**, Psychologist, Coordinator, Centre of Excellence for Behaviour Management, RSB
4. Building a Rich Vocabulary: The importance of enhancing vocabulary development to promote language and literacy skills - best practices and useful strategies with **Carol Jazzar**, M.Sc. (S-LP) Coordinator, Centre of Excellence for Speech and Language Development, EMSB
5. Smart Inclusion: Centering on student success with **Alex Dunn**, Speech–Language Pathologist, Upper Canada District School Board
6. Teaching iPad Animation in the Classroom using NFB StopMo Studio with **Anne Koizumi & Fouad Sassi**, NFB experts
7. What is Universal Design for Learning? with **Tanja Beck**, Access Services Advisor & **Frederic Fovet**, Director, Office for Students with Disabilities, McGill University
8. Internet Safety for Students with **Terry Cutler**, co-founder of Digital Locksmiths, Inc

Registration Fee: \$75.00 including lunch, snacks and materials
(post-secondary students \$60.00)

Online registration is now open. Please contact us by email for further info: centrefexcellence@etsb.qc.ca

Workshops are filling up so register early!!!

CREATING COMMUNITIES WHERE EVERYONE BELONGS BEGINS AT SCHOOL

Inclusion of students with exceptionalities in a regular classroom remains a bone of contention among many educators and parents. Supporters of inclusive education believe that all children should have access to their neighbourhood school regardless of the needs of the child. Others believe that there is nothing wrong with meeting the needs of children with exceptionalities outside the regular school setting. While we could spend hours discussing the values and pitfalls of both alternatives, I would like to focus on some of the contributing factors that make inclusion successful.

It all begins with teachers who have a positive attitude towards having students with exceptionalities in his or her classroom. Although they may have a positive attitude, it doesn't mean that they are not faced with challenging demands. Therefore, teachers who are committed to the inclusion of students with exceptionalities need support from parents, need access to professional development, rely on classroom supports, and depend on the leadership and support from their school administrator.

Parent Support

To better service the needs of the child, maintaining good communication between parent and teacher is essential. Parents can support the teacher's efforts by reinforcing certain skills taught

in the classroom. They can encourage their child to participate in community activities or organizations, which allow them to interact with children and adults outside a classroom setting; giving them more opportunities to develop, acquire and reinforce social skills.

Many parents are members of parent associations or advocacy groups and they can support teachers by providing them with information concerning the student's disability or difficulty. Several associations can provide or direct them to workshops and conferences that will help them learn about the disability and best practices. Parents and teachers who attend workshops and conferences have an excellent opportunity to network with other parents, teachers and professionals, allowing them to exchange personal and professional experiences.

Professional Development

Ongoing professional development and leadership training on inclusion and universal design for learning can support and prepare teachers to put in place best practices that will facilitate the development of classroom curriculum, lesson plans for all students, and daily classroom management.

According to Mizell, "Teachers can have access to professional development

through conferences, seminars, workshops, collaborative learning among members of a work team, or a course at a college or university. Informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work is also considered professional development." (8)

For ongoing learning opportunities, teachers can visit university, Centres of Excellence, school board, and other educational websites to find valuable workshops, webinars or conferences concerning subjects of interest.

Universal Design for learning (UDL) is "a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs."

[CAST](#) (Center for Applied Special Technology)

Classroom Supports

Teachers often feel overwhelmed with the daily demands of students in a classroom. Knowing that they can rely on the support of social workers, psychologists, speech and language specialists, school nurses, resource teachers, and special education technicians throughout the year can facilitate the inclusion of students with exceptionalities. These professional resources provide solutions that address classroom needs as well as specific student needs.

It is important for teachers to get to know the professionals that are available within the school and the school board system. Inviting professionals to discuss and exchange on how they can best support the classroom and specific students can help put in place effective practices that will create an atmosphere of acceptance and mutual support among all students.

Professionals can help put in place in-class supports such as SETs (Special Education

Technician) and/or adaptive technology. They can help organize group or one-on-one interventions, adapt the classroom to best answer to the needs of all the students, plan adapted or modified lessons, and organize daily classroom routines.

School Supports

School administrators play an essential role at building and establishing a positive, supportive and welcoming climate for all students. When students see administrators, teachers, professionals, staff and parents supporting each other by collaborating on certain projects, it sets the ground for teamwork among students.

It is by working together that we can successfully include students with exceptionalities in a regular classroom setting, which will eventually pave the way for everyone to feel that they are an important contributing member of their community.

Written by
Kymberley Morin

References:

Crawford, Cameron and Porter, Gordon L. "Supporting Teachers: A Foundation for Advancing Inclusive Education." *Discussion Document Roeher Institute* (2004): 1-23. Web 5 Feb. 2014

Kurth, Jennifer A. "A Unit-Based Approach to Adaptations in Inclusive Classrooms." *Teaching Exceptional Children*. (November/December 2013 Volume 46 No. 2): 34-43

Mizell, Hayes. "Why Professional Development Matters." *Learning Forward* (2010): 1-10. Web. 5 Feb. 2014

Specht, Jacqueline. "School Inclusion Are we getting it right?" *Education Canada* (Winter 2014 Volume 54 Issue 1): Web 5 Feb. 2014

To Learn more about upcoming workshops and/or conferences visit our website or:

<http://blogs.learnquebec.ca/wordpress-mu/aldi/>

http://www.learnquebec.ca/en/content/pedagogy/insight/partners/Centers_of_excellence.html

<https://www.mcgill.ca/edu-lcii/seminars>

<http://aqeta.qc.ca>

GETTING TO KNOW YOUR ETSB SCHOOL SPEECH-LANGUAGE PATHOLOGISTS

As teachers, we come to rely on the services provided by the many professionals working within the school board. Among these professionals are speech-language pathologists. They are an essential part of the professional team and can, aside from assessing students, offer a variety of services that can greatly benefit students, teachers, and classrooms.

Meet Manon Daisomont and Karina Ismail our ETSB Speech - Language Pathologists. These professionals bring scores of knowledge and skills to our schools and support our students in the areas of speech, language, communication and literacy development. This dynamic team formally and informally assess our students, observe classrooms, offer strategies and techniques to facilitate language and comprehension, and draw up intervention plans for students presenting a wide range of delays or disorders: speech/language, reading/writing (dyslexia/dysorthographia), ADD/ADHD, ASD (Autism spectrum disorders), as well as those presenting intellectual disabilities. They also liaise with community professionals, support and implement programs, offer consultation to multidisciplinary support teams (AdHoc), offer consultation and support to resource teachers, classroom

teachers, parents and students.

This school year, Ms. Daisomont and Ms. Ismail have been presenting, in all ETSB schools, an information session about some assistive technology designed to support students with special needs. These devices are meant to be efficient accommodations that increase students' independence at school and at home as well as decrease the need for direct teacher or support staff assistance for classroom assignments and exams.

As they take the time to explain different tools, teachers quickly realize how students with decoding and writing difficulties can greatly benefit from this technology. These accommodations decrease student frustrations because they reduce students' workload, help them complete assignments independently, and reduce the chance of having teachers modify students' assignments or curriculum.

Here is an overview of some of the assistive technology tools presented:

Several scanning devices are being presented, from handheld models, to iPads, to more traditional desktop models, as well as high performance school models

that scan/email many documents at once, quickly and efficiently. Once scanned, the document is transferred to a computer making the document editable.

The OCR (Optical Character Recognition) software converts the scanned material to a digitized editable document. So if you don't have a hand-held scanner, you can always use a regular scanner.

Once a document is digitized, struggling students can have their documents read aloud, with the aid of reading software, making the printed world accessible. Hearing and seeing a text simultaneously increases comprehension and allows them to do their work independently.

WordQ and SpeakQ is a writing tool software that integrates word prediction, spoken feedback, and speech recognition. "It enables struggling students to write, edit and proofread their work. This tool removes obstacles that make writing difficult, such as typing, spelling, and punctuation. It will clear up confusion about words that sound the same. It will suggest words and provide spoken feedback so students hear sentences repeated and can detect mistakes as they go." www.mayer-johnson.com/wordq-and-speakq

By presenting what assistive technology tools can do and how they can support students with special needs, they aim to have these students acquire enough experience so they can eventually become independent enough to use

this technology by themselves. As students enter high school with the proper tools that work for them and knowing how to use the technology, student school success increases, thereby decreasing dropout rates, and getting them on the road to

achieving the ultimate goal of independence.

Written by
Kymberley Morin

A PERSONAL PERSPECTIVE ON INCLUSIVE EDUCATION

WEB EXCLUSIVE - INCLUSIVE EDUCATION: LESSONS FROM QUEBEC'S ENGLISH SECTOR

The English sector school boards in Quebec have had a long experience in the education of students with special needs in a variety of settings – from the early days of closed classes in special schools to inclusion in a regular class within a neighbourhood school. This evolution has occurred as a result of the experiences that many of us had in the early years of special education. To those of us who started teaching in special education classes, this process of change reflected the fact that – more often than not – the closed class structure did not meet the needs of the students for whom the experience was designed. This is borne out by other educators in Canada.

Gordon Porter, a long-time advocate for inclusive education, states that “traditional special education, typically carried out by specialist teachers and in isolation from other children in special classes or special schools, has failed in several ways. First, it has failed to produce results. Students

who experience segregated special education are not prepared for fulfilling lives in their communities when their education is finished. Research in Canada has indicated that they do less well than similar children who go to regular schools....A segregated school program does not prepare young people to be part of the community and society when they become adults. Growing up and interacting with their peers does that.”^[1]

That is not to say, however, that every student can make the most of an integrated setting all the time; depending on the specific situation, some students require a second option at some point in their education. But those of us who began teaching in the early 70s know what it was like when students were taken out of their home schools and placed in special schools or special classes with inexperienced and untrained teachers. We were those teachers.

In order to understand this evolution, it is important to go

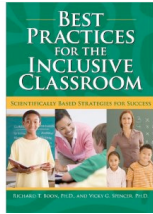
back the 40 years it took us to reach the place where we find ourselves in 2011.

...to read the complete article – http://www.ceace.ca/search/apachesolr_search/julie%20hobbs

Julie Hobbs is an educational consultant, currently working on a special project to support the school administrators of the English school boards in Quebec in their services to students with special needs. She recently retired as Assistant Director General from Riverside School Board, where she was responsible for Curriculum and Student Services.

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BOOKS of INTEREST

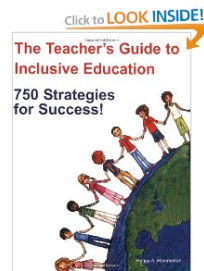


[Best Practices for the Inclusive Classroom: Scientifically Based Strategies for Success](#)
[Paperback] 2010
field-tested strategies
teachers of inclusive

classrooms need to implement to successfully teach all of the learners in their classroom.

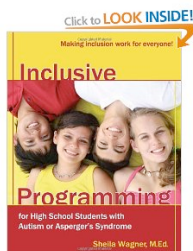
[The Teacher's Guide to Inclusive Education: 750 Strategies for Success!](#)

[Paperback], 2007



[Inclusive Programming for High School Students with Autism or Asperger's Syndrome: Making Inclusion Work for Everyone!](#)

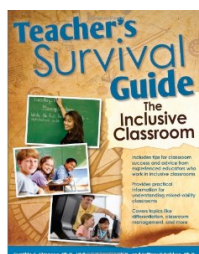
[Paperback] 2009



[Teacher's Survival Guide: The Inclusive Classroom](#)

[Paperback] 2011

includes reproducible pages, tip sheets, and checklists, along with a detailed resource list



Organizations of Note!

Office des Personnes Handicapées du Québec
http://www.ophq.gouv.qc.ca/fileadmin/documents/Guides/Guide_des_mesures_fiscales_2014.pdf

This guide explains provincial and federal fiscal 2013 measures intended for persons with a disability, their family and their support network.



College Options for People with Intellectual Disabilities

<http://www.uvm.edu/%7Ecdci/thinkcollege/>

Canadian Research Centre on Inclusive Education
http://www.edu.uwo.ca/inclusive_education/inclusion.asp

Inclusive Education Canada
<http://inclusiveeducation.ca/>

AIM

[Graphic organizers with UDL](#)

Who are we?

Our Centre is one of 6 Centres of Excellence mandated by MELs to provide support, professional development, research activities and provincial expertise to the English sector. We service students who are physically, intellectually or multi-challenged in a school setting. Our team consists of our coordinator, Kymberley Morin and our secretary, Robin Colyer collaborating with Peter Hamilton, Director of Complementary Services and Manon Lessard, Special Needs & French consultant for the ETSB.

Centre of Excellence for the Physically, Intellectually and Multi-Challenged

Kymberley Morin, Coordinator

Robin Colyer, Secretary

<http://centreofexcellence.etsb.qc.ca>
centreofexcellence@etsb.qc.ca 819-868-0512