

INSIDE THIS ISSUE

BREAKING DOWN
BARRIERS AND
SUPPORTING THE
INCLUSIVE CLASSROOM
BY KYMBERLEY MORIN
PAGE 2 - 4

WHO COULD EVER
IMAGINE A WORLD
WITHOUT CONSCIENCE?
BY BARBARA BEECH
THE "I CAN" CHALLENGE
UNESCO
E-DISCUSSIONS
PAGE 5

BOOKS OF INTEREST
WEBSITES OF NOTE
PAGE 6

UPCOMING
EVENTS

**ENSEMBLE,
BATISSONS UNE SOCIÉTÉ
PLUS INCLUSIVE**

Du 1^{er} au 7 juin
Semaine québécoise
des personnes handicapées

JUNE 5th, 2014

“[Différents comme tout le monde](#)” begins at 11am.

Spokesperson, Martin Deschamps, will be present from 2 to 4 pm.

“**Quartier des spectacles**”, Montreal

[Spectacle-conférence de Martin Deschamps dans le cadre de la journée thématique sur l'employabilité des personnes handicapées](#)

**ÉTS - École de technologie supérieure
Begins at 12:15**

Copy Editor
Robin Colyer

Synopsis of 2014 Symposium

The 2014 Centre of Excellence Symposium kicked off with a Break Dance “battle” led by Luca “Lazylegz” Patuelli, our incredibly inspirational keynote speaker. Luca immediately got all of us physically engaged, showing how, by using simple techniques, everyone can be included in an activity. He spoke eloquently of his experience growing up with a



determination to attain his dreams, first of skateboarding and then Break dancing, and not being deterred by what he refers to as his “ill-ability”. Despite many challenges he has become a world renowned dancer and a leader in promoting equal opportunities for all, exemplified by his project R.A.D. that specializes in offering urban dance classes to people with diverse handicaps in an inclusive setting. He truly lives his motto “No excuses, No limits!”

As Luca opened our hearts, the presenters of the workshops opened our minds to the possibilities of inclusivity in the classroom. Covering a wide range of topics and approaches, there was the opportunity to explore the application of Universal Design for Learning (UDL), as well as the use of iPad apps, Smart Boards and Smart technology and NFB animation techniques. Other workshops focussed on developing vocabulary to promote language skills, on understanding a child’s feelings and the concept of attachment and on dealing with the questions arising from Internet safety.



We would like to thank all our presenters for their generosity in sharing their expertise and time with everyone. We look forward to seeing you all again in 2016!

Breaking Down Barriers and Supporting the Inclusive Classroom

Meeting the needs of all students in a classroom is challenging, and for many teachers it has become increasingly onerous. Teachers who are accepting of students with disabilities as being part of the classroom find themselves preoccupied not only by making the classroom and curriculum accessible, but by ensuring that they meet the educational needs of these students so they can progress.

Although teachers may have a positive attitude toward inclusion, it is important to remember that 47% of Canadian teachers quit before retirement age because they feel stressed and feel they lack support. Many have also expressed they are not prepared to answer the diverse needs of their students. (Brackenreed, 2011).

It seems reasonable to say that supporting our teachers becomes critical. We need to provide them with professional development that will address their specific needs and give them solutions that will enable them to answer the needs of their students, as well as give them sufficient planning time for collaboration, and provide them with vision and positive leadership.

When considering the needs of teachers and students, we look for solutions that will help all

parties experience success. At times, it might seem like a daunting task when we try to answer specific needs, but there are frameworks and models, when implemented in a school or classroom, that can provide solutions.

Differentiating instruction by using Universal Design for Learning (UDL) is an instructional framework that supports both teachers and students, offering effective practices that enable all students access to classroom curriculum. In fact, studies have demonstrated that engagement and progress of students with disabilities can be attributed to principals and teachers having a better understanding of the principles of UDL and the implementation of UDL in school and classrooms.




What is Universal Design for Learning?

UDL is a set of principles and guidelines that serve as a framework for curriculum design and educational decision-making. These principles provide a blueprint for creating instructional goals, methods, materials, and assessments that work - not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted to address the variability of **all** learners. (National Center on Universal Design for Learning)

Inclusion is not about inserting persons with disabilities into existing structures, but transforming systems to be inclusive of everyone. Inclusive communities put into place measures to support all children at home, at school, vocational centers, sports and cultural events and in their communities. When barriers exist, inclusive communities transform the way they are organized to meet the needs of all children.

Source: *Children with Disabilities. Ending Discrimination and Promoting Participation, Development and Inclusion*, Programme Guidance Note, UNICEF, 2007

According to CAST (Center for Applied Special Technology) there are three primary brain networks that help us understand how we learn:

Recognition Networks The “what” learning	Strategic Networks The “how” of learning	Affective Networks The “why” of learning
		
How we gather facts and categorize what we see, hear, and read. Identifying letters, words or an author’s style are recognition tasks.	Planning and performing tasks. How we organize and express our idea. Writing an essay or solving a math problem are strategic tasks.	How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.
Present information and content in different ways.	Differentiate the ways that students can express what they know.	Stimulate interest and motivation for learning.

To learn more about UDL, visit <http://www.cast.org>. This website will provide you with information, procedures, resources, and more.

What is Differentiated Instruction?

Tomlinson explains that “differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content - what the student needs to learn or how the student will get access to the information; (2) process - activities in which the student engages in order to make sense of or master the content; (3) products - culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment - the way the classroom works and feels.” To learn more about DI, visit www.edugains.ca.

The goal of both UDL and Differentiated Instruction is to minimize the barriers that prevent or hinder student learning. These approaches are effective practices that focus on student strengths and allow students to be engaged in their learning process.

The following figure shows the relationship between the three principles of UDL and Differentiated Instruction.

	Universal Design	Differentiated Instruction	
Provide multiple, flexible methods of presentation	Support recognition learning ✓ Provide multiple examples ✓ Provide multiple media and formats ✓ Highlight critical features, essential components ✓ Support background context	✓ Use of several elements and materials to support instructional content ✓ Use a wide range of digitized tools to present instructional content ✓ Content elements of instruction be kept concept-focused and principal driven ✓ Evaluating student knowledge before designing instruction can better support students' knowledge base, scaffolding instruction in a very important way	Access to content is key
Provide multiple, flexible methods of expression and apprenticeship	Support strategic learning ✓ Provide flexible models of skilled performance ✓ Provide opportunities to practice with supports ✓ Provide ongoing, relevant feedback ✓ Offer flexible opportunities for demonstrating skill	✓ Demonstrate information and skills multiple times and at varying levels ✓ Respect individual differences and scaffold students from initial learning to practiced, less supported skill mastery ✓ Vary requirements and expectations for learning and expressing knowledge, including the degree of difficulty and the means of evaluation	Grouping and regrouping must be a dynamic process, changing with content, project, and on-going evaluations
Provide multiple, flexible options for engagement	Support affective learning ✓ Offer choices of content and tools ✓ Offer adjustable levels of challenge ✓ Offer choices of rewards ✓ Offer choices of learning content	✓ Offer choices of tools ✓ Adjust the level of difficulty of the material ✓ Provide varying levels of scaffolding to gain and maintain learner attention during the instructional episode	Engagement is a vital component of effective classroom management, organization, and instruction

Written by Kymberley Morin

References:

CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.

Stanford, Barbara and Reeves, Stacey "Making It Happen: Using Differentiated Instruction, Retrofit Framework and Universal Design for Learning." *Teaching Exceptional Children Plus*. Volume 5, Issue 6, July 2009

Katz, Jennifer and Sugden, Ron. "THE THREE-BLOCK MODEL OF UNIVERSAL DESIGN FOR LEARNING IMPLEMENTATION IN A HIGH SCHOOL." *Canadian Journal of Educational Administration and Policy*. Issue 141, May 18, 2013

Tomlinson, Carol Ann. "How to Differentiate Instruction in Mixed-Ability Classrooms." *Association for Supervision and Curriculum*

Who could ever imagine a world without conscience?

Today's youth have the opportunity to develop and improve their sense of Social Responsibility through group awareness activities and discussions in school.

A concept as old as The Golden Rule, do unto others as you would have them do unto you, Social Responsibility has evolved over the years as a concept relative to that of Citizenship or Civics training. The concept of social responsibility is broader in that it encompasses the developing adolescents' social skills while enabling him/her to be an active and responsible member of their larger social community (Berman, 1993, 1997).

The process of social development begins very early. A child gains a sense of competency within the world around them through interactions with others and participating in meaningful events.

Self - evaluation is also an integral element to the development of social responsibility. Having students reflect upon where they position themselves with respect to the following four components aids in this process:

- ❖ Contribution to the classroom and school community
- ❖ Solving problems in peaceful ways
- ❖ Valuing diversity and defending human rights
- ❖ Exercising democratic rights and responsibilities

Our future as adults lies in the hands of our youth. Their ability to act and participate in a socially responsible manner is not only of benefit to themselves but to society as a whole.

The words of author Daniel Pink portray the significance of Social Responsibility education, 'The keys to the kingdom are changing. The future belongs to a very different kind of person with a different kind of mind: creators and empathizers, pattern recognizers and meaning makers. These people – artists, designers, storytellers, caregivers, consolers, big picture thinkers – will now reap society's richest rewards and share its greatest joys' (D. H. Pink. [*A Whole New Mind: Why Right Brainers will Rule the Future*](#). River Head Books, 2006).

Barbara Beech
Spiritual Life Animator
ETSB

Le Defi "Je Peux" - The "I Can" Challenge

[Luca Patuelli \(Lazylegz\)](#), [ILL-Abilities](#) and [Projet RAD](#)

are proud to present the very first edition of **Le Defi "Je Peux" - The "I Can" Challenge**

taking place on

**Saturday, July 26th, 2014
at the Old Port of Montreal.**

Luca "Lazylegz" Patuelli is inviting you to walk along with him. Find a personal goal and come celebrate with Luca and everyone else. Luca's goal is to walk without the aide of his crutches or prosthetics for 2.5 km. What's your goal?

Where: Old Port of Montreal Clocktower Quay
Quai de l'Horloge du Vieux-Port de
Montréal

Gathering: 9:30

Walk: 10:00 to 13:00

Activities: 13:00 to 15:00

Any donation or sponsorship will be greatly appreciated.

[See video of walk](#)

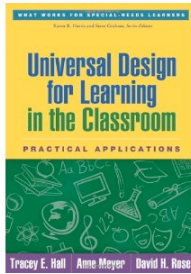


UNESCO

The Centre of Excellence PIM was invited to participate in an e-discussion hosted by UNESCO from April 28th to May 9th. The subjects, "Transform the educational system in a more inclusive way - the case of Quebec," and "Building inclusive societies for persons with disabilities." This was a unique opportunity to exchange and collaboratively seek, identify, analyze, share, and create effective and durable solutions in education, science, culture, communication and information, and in society for the inclusion of persons with disabilities.



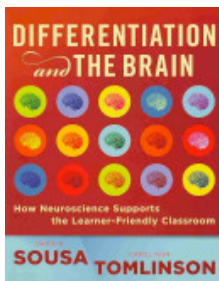
Books of Interest!



[Universal Design for Learning in the Classroom](#)

Tracey E. Hall PhD, Anne Meyer EdD, David H. Rose, EdD (2012)

This book shows how to apply the principles of universal design for learning (UDL) across all subject areas and grade levels. The editors and contributors describe practical ways to develop classroom goals, assessments, materials, and methods that use UDL to meet the needs of all learners. Specific teaching ideas are presented for reading, writing, science, mathematics, history, and the arts, including detailed examples and troubleshooting tips. Particular attention is given to how UDL can inform effective, innovative uses of technology in the inclusive classroom.



[Differentiation and the Brain: How Neuroscience supports the learner-friendly classroom](#)

Sousa, D., & Tomlinson, C. A (2010)

This book describes the key elements in a full model of differentiation (e.g. learning environment, curriculum, assessment, readiness, interest, learning profile, classroom management) as well as current research from neuroscience that relates to those elements. Each chapter also includes classroom scenarios and application examples.
www.caroltomlinson.com/books.html

Organizations of Note!

[CAST: Universal Design for Learning](#)

CAST is a nonprofit research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. Founded in 1984, CAST has earned international recognition for its innovative contributions to educational products, classroom practices, and policies.

<http://www.edugains.ca/newsite/di2/>

DI CI what works. . .

The purpose of the website is to foster conversations about effective and differentiated instruction and about collaborative inquiry as a way of learning for educators. You are encouraged to make connections to your own practice and context.

<http://www.caroltomlinson.com>

Fulfilling the Promise of Differentiation: responding to the needs of all learners

The idea of differentiating instruction is an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculums.

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

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