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 with
 Carol Ann Tomlinson
 April 9, 2015

The Universal Design for
 Learning: Canadian
 Perspectives
 From May 20th to
 May 22nd, 2015
 at McGill University

"Intellectual Disability
 Week in Quebec"
 "Semaine Québécoise de
 la Déficience Intellectuelle"
 March 8th to March 14th

33rd AQIS Conference -
 L'Association du Québec
 pour l'intégration sociale
 May 21, 22 & 23, 2015
 Delta Hotel, Sherbrooke

Copy Editor
 Robin Colyer

Workshop with Carol Ann Tomlinson

**Differentiated Instruction:
 Responding to the Needs of all Learners
 Thursday, April 9, 2015**

The Centre of Excellence is very excited to be sponsoring this workshop given by Carol Ann Tomlinson, a renowned expert in the field of Differentiated Instruction. It will be held at McGill University, New Residence Hall, 3625 Park Avenue, Montreal, Quebec from 9:30 am to 4:30 pm.

Most classrooms today are populated by students with a broad range of readiness levels, interests, approaches to learning, culture, language, and adult support. Both teaching in academically diverse classrooms and supporting teachers who teach in those classrooms is challenging. Rising to the challenge, however, is a positive for students and teachers alike. In this workshop, we'll examine 5 key areas:

- important principles and practices in learning environments,
- quality and clarity of curriculum,
- uses of formative assessment,
- planning instruction based on what formative assessment and teacher observation reveal,
- and leading and managing a flexible classroom.

The day will provide opportunities to see the principles at work in classrooms, to discuss ideas with peers, and to ask questions that clarify and assist in building classroom practice that is increasingly responsive to contemporary students.

For registration and further information please contact Robin Colyer at centreofexcellence@etsb.qc.ca or call 819-868-0512.



Carol Ann Tomlinson's career as an educator includes 21 years as a public school teacher and 12 years as a program administrator of special services for struggling and advanced learners. She was Virginia's Teacher of the Year in 1974. More recently, she has been a faculty member at the University of Virginia's Curry School of Education, where she is currently William Clay Parrish Jr. Professor and Chair of Educational Leadership, Foundations, and Policy. Carol is a reviewer for eight journals and is author of *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd Edition).

AAC and Special Needs: *The Importance of Core Vocabulary*

What is Core Vocabulary?

“Core vocabulary” refers to the small set of basic words in any language that are used frequently and across contexts (Cross, Baker, Klotz and Badman, 2006). Core words tend to be pronouns, verbs, and demonstratives because they represent words that generally do not change. These words are relevant across contexts and can have many meanings.

Core vocabulary words allow communicators to express themselves using a wide variety of concepts with a very small number of words. Research shows that 80% of what we say is communicated with only the 200 most basic words in our language (Baker and Hill, 2000).

The Paradigm Shift

Traditionally communication boards and Augmentative and Alternative Communication (AAC) devices used little more than a series of nouns. A student would be given the core word “want” with a list of nouns such as “cookie, drink, or crayon” to choose from. This was thought to be an effective approach because it appeared to be easier to find pictures of nouns and to teach those concepts to students. For example, it is easier to find a picture of a school bus than a picture which describes the abstract concept “go” (Adamson, Ronski, Deffenback and Seveik, 1992).

However, when a student knows what “go” means and that word is available on a communication board or assistive device, the impact on communication ability is far greater than that of accessing a series of nouns. The ability to use all language forms makes communication possible (Cannon and Edmond, 2009).

For most of us, the process of how we learn to use words begins with the expressions of our own intents. Initially, we use words, pictures, or signs to make our wants/needs known but that soon develops into social exchanges, conversations, stories and more. For students who communicate via AAC, the path to a rich lexicon is not so easy. Using a core vocabulary approach gives the

student independence and the flexibility required to express their needs and wants, problems and opinions, and academic answers.

Getting Started (taken from praacticalaac.org)

Teaching vocabulary follows a systematic sequence of instruction as follows:

- STEP 1: Introduce the new word(s) using focused aided language stimulation
- STEP 2: Teach the new word(s) with explicit instruction activities
- STEP 3: Elaborate on the new word meanings with engaging practice activities
- STEP 4: Provide repeated exposure to the new word(s) on an ongoing basis
- STEP 5: Check for understanding and reteach, as necessary

Lastly, it is important to remember that context is key when introducing new vocabulary. Real word learning doesn't occur in isolation. Experiential learning is critical, particularly for learners at the early stages of language development. Vocabulary must be taught in a multifaceted way. We don't learn new word meanings in a single activity. Rather it is a combination of exposure to new words in context, experiential activities with active participation, explicit instruction, and many opportunities for practice.

Teaching Core Vocabulary: Useful Resources

Teaching Core Vocabulary

<http://praacticalaac.org/strategy/teaching-core-vocabulary/>

Direct Instructional Strategies for Teaching AAC

<http://praacticalaac.org/strategy/teaching-core-vocabulary-with-direct-instruction-strategies/>

Speak for Yourself AAC

<http://www.speakforyourself.org>

Carol Jazzar, M.Sc. (S-LP)

Coordinator,

Centre of Excellence for Speech and Language Development

English Montreal School Board

Big News from the MELS

The long awaited CASP Education Program — A Competency-Based Approach to Social Participation was presented this Wednesday, February 18th and Thursday, February 19th. I was pleased to see a great number of attendees, ranging from teachers to administrators from all over the province. The huge interest given to this program was felt from beginning to end and Ms. Caroline Drouin who has a Ph.D. in educational psychology of intellectual disabilities, Ms. Pierette Jalbert, the evaluation specialist at the MELS who works for the Direction de l'évaluation des apprentissages, Ms. Sylvie Beaudoin, officer in charge of students with intellectual disabilities at the MELS and I were very excited taking part in providing an information session about the new program destined for students with moderate to severe intellectual disabilities from 6 to 15 years old.

Presentation Highlights

- Ms. Caroline Drouin presented the program to both the French and English community and although she mentioned that she has difficulty expressing herself in English, she did a fantastic job.
- The new program is available in French and in English along with the Guide to Evaluation of Learning.
- The new program was well received by attendees as was reflected by the questions and comments given throughout the presentations. Concerns on the how to's of implementation, organization of teachers, IEPs, and evaluation were expressed and discussed. Ms. Sylvie Beaudoin took note of the questions, concerns and discussions and assured everyone that these will be brought back to the provincial table.

Program Highlights

The program is the product of a collaborative effort involving a number of people and authorities, including the regional support and advisory services for intellectual disabilities and teachers from different school boards who worked with the MELS at different stages of the project. Researchers from the field of special education were also consulted to ensure that the program takes into account the specific needs of students and reflects the latest research findings.

The new program will be replacing the adapted French, Mathematics and Human Science programs for elementary education and the PACTE program destined for the first cycle of secondary school.

The CASP Education Program and the Evaluation Guide will be used on a voluntary basis for the 2015-2016 school year only and will be compulsory for students with moderate to severe disabilities with exemptions under section 23.2 of the Basic school regulation starting from 2016-2017 school year.

The program's ultimate goal is social participation for students aged 6 to 15 with moderate to severe intellectual disabilities. Participating in everyday activities and playing an active role in society to the best of their abilities, just like students of the same age without a disability, is the basis of the program.

Components of the CASP Education Program

To participate in community life, students must work on five (5) competencies which are Communicates, Uses information, Interacts, Acts methodically and Acts in a Safe Manner. The competencies are practiced within five (5) Life areas which are School Life, Leisure, Personal Care and Well-Being, Travel, and Home and Community Life. Lastly, to develop the five competencies, students must acquire knowledge from the seven (7) subject areas which are English, Mathematics, Science, ICT (Information and Communications Technologies), Physical Education and Health, Arts Education and Life in Society.

Life Areas are the specific learning contexts within which students can apply their knowledge and exercise their competencies in a variety of everyday situations. These Life Areas are the gateway to lesson planning.

What is a competency-based approach to teaching?

The aim is to put the students' learning into practice immediately and to practice their competencies in everyday life and situations. Every activity should be designed to develop a competency and related to at least one of the life areas. For example, recognizing digits from 0 to 9 so they can write their phone number or recognize the number of their bus.

Program Content

All the elements of learning are needed to support the development of the competencies, making the development of competencies and knowledge intertwined.

The learning elements are carefully chosen by the teachers based on the specific needs and abilities of the students, the competency and the pedagogical intent.

The program is very exciting and offers a new approach to teaching our students with moderate to severe disabilities.

For those who couldn't attend the presentations, there will be a VIA presentation on March 13th, 2015. For more information on how to register, I suggest you contact your Director of Complementary Services.

*Kymberley Morin
Coordinator, Centre of Excellence PIM
Eastern Townships School Board*

For further reading:

Community Living Skills: A Taxonomy

Written by Richard Bernard Dever

Washington, DC : American Association on Mental Retardation, c1988

An organized statement of instructional goals to help in curriculum development for people with intellectual disabilities.

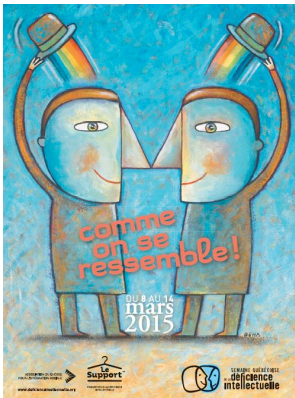
VIA presentation of CASP:

A Competency-Based Approach to Social Participation

March 13th, 2015

contact your Director of Complementary Services

Upcoming Conferences and Events



Week of March 8 to March 14th
 “Semaine Québécoise de la Déficience Intellectuelle”
 “Intellectual Disability Week in Quebec”
 For more information concerning activities
<http://sqdi2015.deficienceintellectuelle.org>

The Universal Design for Learning: Canadian Perspectives
 From May 20th to May 22nd, 2015 at McGill University
 To register

<https://www.cvent.com/events/universal-design-for-learning-canadian-perspectives/registration-34e340e69e3747879facfa6b3cf21df3.aspx>

Universal Design for Learning: Canadian Perspectives
 Sowing the Seeds, Facilitating the Change, Nurturing the Growth

Conception Universelle de l'Apprentissage: Perspectives Canadiennes
 Semer les Idées, Cultiver le Changement, Soutenir la Croissance



33rd AQIS Conference -
 L'Association du Québec pour
 l'intégration sociale

May 21, 22 & 23 2015,
 Hotel Delta, Sherbrooke

For more information
 contact (514) 725-7245 ext. 21

Websites of Note

<http://www.santemontreal.qc.ca/en/support-services/services-by-type/intellectual-disability-and-pervasive-developmental-disorders/>

<http://www.inspirationsnews.com>

“Inspirations celebrates the challenges and accomplishments of children with special needs by sharing their stories and informing parents, caregivers and teachers about reliable educational and therapeutic services. We foster acceptance and inclusion, and encourage all individuals with special needs to strive to reach their full potential.”

Books of Interest!

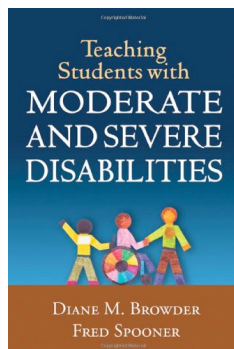
Teaching Students with Moderate and Severe Disabilities

by Diane M. Browder and Fred Spooner

"This essential text and practitioner guide is unique in its emphasis on fostering academic learning as well as life skills. In-depth chapters cover reading, mathematics, science, and social studies, as well as health care needs, communication and social skills,

daily living, and job skills. The expert authors present research-based best practices for assessing each student's needs and crafting individualized education plans that build a strong foundation for life in the community. User-friendly features include engaging vignettes, sample lesson plans, and reproducible checklists and forms. The text is a contemporary follow-

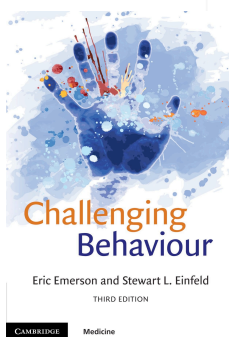
up to Diane M. Browder's widely adopted *Curriculum and Assessment for Students with Moderate and Severe Disabilities*." Amazon.com



Challenging Behaviour

by Eric Emerson and Stewart L. Einfeld

"'Challenging' behaviours are common among people with intellectual disabilities, resulting in significantly reduced quality of life. These may include aggression, self-injury, destructiveness, hyperactivity and inappropriate social conduct. This new edition provides a concise, accessible and contemporary summary of current knowledge about challenging behaviour, drawn from psychology, psychiatry, medicine and public health. Fully updated and revised, it includes comprehensive coverage of the epidemiology and aetiology of challenging behaviours, and evidence of the efficacy and effectiveness of different approaches to intervention. This edition contains significantly expanded sections on the emergence and development of challenging behaviour and strategies for prevention, at the level of both individuals and service systems." Amazon.com



Organizations of Note!

Best Buddies/Vrai Copins

<http://bestbuddies.ca>

Mission - To establish a global volunteer movement that creates opportunities for one-to-one friendships and leadership development for people with intellectual and developmental disabilities.

Lennoxville chapter

The Bishop's Chapter of Best Buddies Canada is a great way to get involved in the university as well as the surrounding community. We create new, long-lasting friendships by partnering students and individuals from Sherbrooke with intellectual disabilities. For those who want social change (or just a good group of people to hang out with) Best Buddies is a great place to develop your leadership potential. Not to mention: Best Buddies group activities at Bishop's ROCK! For more information about the non-profit organization, visit:

www.bestbuddies.ca,
or contact Camille Engel –
bestbuddies@ubishops.ca

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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