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### UPCOMING EVENTS

UNIVERSAL DESIGN FOR  
LEARNING: CANADIAN  
PERSPECTIVES.  
CONFERENCE  
May 20<sup>th</sup> to May 22<sup>nd</sup>  
McGill University

WINE & DINE  
FUNDRAISER FOR REACH  
MAY 23RD, 7 TO 9 PM  
ST. BASILE LE GRAND  
SEE PAGE 4 FOR DETAILS

SEMAINE QUÉBÉCOISE DES  
PERSONNES HANDICAPÉES

ENSEMBLE BATISSONS UN  
SOCIÉTÉ PLUS INCLUSIVE  
JUNE 1<sup>ST</sup> TO 7<sup>TH</sup>

### Quote

However difficult life  
may seem, there is  
always something you  
can do and succeed at.

Stephen Hawking

Copy Editor  
Robin Colyer

## Mover and Shaker

I often like reading my news feed early in the morning, especially the ones from the Guardian. Not too long ago, I came upon this title, "Dear Katie Hopkins. Stop making life harder for disabled people", by Lucy Hawking. Does the name Hawking ring any bells? She is the daughter of the renowned theoretical physicist, cosmologist, author, and Director of Research for Theoretical Cosmology at the University of Cambridge, Dr. Stephen Hawking.

Her article is in response to comments made by Katie Hopkins, a television personality and columnist who is well known for her rather controversial and nasty comments about people, celebrities, politicians, and anyone in the limelight. She publicly mocked Ed Miliband, a British politician, by referring to him as resembling someone being on the autism spectrum disorder and Lucy Hawking simply asked her, not respectfully, but politely to stop.

As a daughter of a disabled father and a mother of an autistic son, Katie Hopkins' Twitter comments hit home and understandably so. During a presentation in Sydney, Australia, she addressed the audience by saying that she had hoped that attitudes towards disability had changed since the 1970s. She goes on to tell the audience about the intrusive comments and the difficult moments she experienced as a child, one being asked to leave a restaurant because "we (father and children) were putting the other diners off their food."

After reading Lucy Hawking's article, I also asked myself if society has really changed it's attitude towards people with disabilities? I believe we have, but nowhere near where we could be.

Please read Lucy Hawking's article <http://www.theguardian.com/commentisfree/2015/apr/30/katie-hopkins-life-harder-disabled-people>. It's an eye opener.

Here is the link for the full conference given by Steven Hawking and his daughter: <https://www.youtube.com/watch?v=wjeLMGFx7a0>

## Review of workshop with Carol Ann Tomlinson

Differentiated Instruction: Responding to the Needs of All Learners workshop given April 9th, by Carol Ann Tomlinson was greatly appreciated. If there is one message to remember from Carol Ann that is "Differentiation is doable." Her stories, concrete examples, and engaging conversation with the audience left us with a greater understanding of what differentiation is all about and how we as individual teachers can respond to the needs of all our students. She reminded us of the importance of the human factor in education. Students need to be told how important they are and to celebrate their individuality.

Thank you Carol Ann

## Inclusive Education - Food for Thought

On February 25th of this year, I gave a presentation at Bishop's University about accommodations for students with learning disabilities. It seemed that the students who requested accommodations were faced with a few not so accommodating professors and I was invited to speak to staff and students from the faculty of education about accommodations and the myth of providing an unfair advantage to students with disabilities.

It seemed that some professors were very concerned about the fact that providing accommodations would give students with disabilities an unfair advantage over students without. What I found interesting was that it wasn't only some professors but also some students as well as some of my fellow colleagues that were questioning the fairness of accommodations.

But...more interesting than that was the fact that students with disabilities are attending University! If the discussions are there at the university level it means that we as teachers at the elementary and secondary level are doing something right. I'm not saying there's no room for improvement, but I'm certainly saying that some students with learning disabilities are succeeding academically and have

obtained the requirements to be accepted in our Universities. And, like Martha Stewart says, "that's a good thing."

Mr. Turnbull was very concerned with the needs of students with disabilities and providing them with the needed support so they could not only succeed, but feel welcomed at Bishop's.

I was also extremely pleased with my discussions with Dr. Miles Turnbull, Vice-Principal Academic of Bishop's University. He was very concerned with the needs of students with disabilities and providing them with the needed support so they could not only succeed, but feel welcomed at Bishop's. He came to the conclusion that an important key to having professors accept providing accommodations was to have a better understanding of learning disabilities and disabilities in general.

We have to thank our elementary and secondary teachers, professionals, and staff for stepping up to the plate and provide the needed accommodations to students with learning disabilities in their class. Their efforts is obviously having a positive impact.

Are our schools preparing our students with intellectual disabilities for the future?

Which brings me to ask myself the following questions. Can we claim that we do the same for students with intellectual disabilities? Are our schools preparing our students with intellectual disabilities for the future? Although an increasing number of students with learning disabilities are attending college and university, is there a significant increasing number of our most vulnerable population actively participating in our communities after they finish high school?

I was fortunate to have met wonderful teachers and professionals across the province this year, who took it upon themselves to ask themselves those same questions, and to see how they they could improve their practices to better answer the needs of these students.

One way of increasing the chances of our students with intellectual disabilities to become full citizens and participate in our communities is by giving them the chance of obtaining their education in an inclusive setting.

Secondly, we as teachers have to believe in their educability. If we continue to exclude these students from receiving their education alongside other students of the same age in a regular classroom, we need to ask

ourselves are we truly an inclusive school if these students are receiving most of their education from someone other than their classroom teacher?

Although research strongly supports the benefits of inclusive education for students with intellectual disabilities, it's important to acknowledge that some of these students receive a great education in our specialized schools. The point of this article is not to question whether inclusivity is better than specialized schools. The point is to have a better understanding of what is an inclusive education or school so we can push forward and discover better practices to improve the lives of these students once they leave our school.

According to Downing, an "inclusive education is full-time membership of students with disabilities in the chronologically age-appropriate classrooms with the necessary supports and services to benefit from educational activities." Lipsky & Gartner, 1992; Ryndak, Jackson, & Billingsley, 2000

If your students with intellectual disabilities are spending only 50% of their time in a general education classroom, research shows that students without disabilities perceive these students as visitors and not

part of the regular school body. [Schnorr, 1990]. As a consequence of not being included in regular classrooms, they have little chance of making friends and engaging in after-school activities. I don't believe that parents who choose to have their child in a regular school want their child to be excluded most of the time. If that would be the case, they would have opted for a specialized school where their child would have a better chance of making friends and participating in social activities.

"Team members do not work in isolation or remove the student from class activities to address skills unrelated to the core curriculum. Instead, areas of need are addressed during typical class activities by various support persons who are highly qualified."

Downing also states that "collaboration of team members is a hallmark of inclusive education. General educators, special educators, paraprofessional, related service providers, and all critical team members share the responsibility for teaching students with moderate to severe intellectual disabilities in typical learning environments (Downing, 2008; Idol, 202, Snell & Janney, 2005). Team members do not work in isolation or remove the student from class activities to address skills unrelated to

the core curriculum. Instead, areas of need are addressed during typical class activities by various support persons who are highly qualified."

As a teacher, I enjoyed having all my students in my classroom and benefitted from the expertise of the special education technicians, as did all my students. By choosing not to have my students pulled out of my classroom, collaboration was key to having a rich classroom environment. My students not only benefitted from the lessons and activities that were provided in the class, but the examples set by the adults working in collaboration. Special education technicians played an important role in the education and school life of my students with exceptionalities, but more importantly it happened in the classroom along with their peers. Their peers considered them as full-time members of the class and were treated as such.

For a good read, I recommend June E. Downing's book, "Academic Instruction for Students With Moderate and Severe Intellectual Disabilities in Inclusive Classrooms"

Have a great end of year and summer.

written by Kymberley Morin

## Working wisdom: How workers with disabilities give companies an edge

Inspirational Article by Tavia Grant published in The Globe and Mail  
February 27th, 2015

This article features the story of Mackenzie Whitney, a young man who has a difficult time finding a full-time job “despite having a math degree from the University of Alberta.” Mr. Whitney feels his autism is a barrier, and that there is “an unspoken stigma from employers.”

Luckily for him Garth Johnson, co-founder of Meticulon Consulting Inc., looks for and hires people like Mackenzie King. According to Garth Johnson, people with autism “offer unique skills such as precision, diligence, attention to detail and an ability to sustain focus.” Mr. Whitney now holds a full-time position monitoring quality assurance as a junior tester.

Although things have turned out positively for Mackenzie Whitney, 40 per cent of Canadian adults who have a disability can't find a job. Is this situation going to change in the near future? One can only hope and encourage companies who are “discovering the business

advantages of hiring people with physical and mental disabilities.”

### ***A big shout out to the following companies***

**Meticulon Consulting Inc.**

**WalGreen** - 10 per cent of the staff in Walgreen's supply chain alone

**Best Buy**

**Toronto-Dominion Bank** - 6 per cent of its roughly 90,000 employees have some form of disability

**Google**

**Youtube**

**Mark Wafer** owns six Tim Horton's in the Toronto area

**Deloitte**

### ***Changing the Mindset of Companies***

Rich Donovan, founder and chief executive officer of Return on Disability Group sees “people with disabilities as an “emerging market” – pegging the global population at 1.3 billion, or the size of China. Factor in their friends and family and it's an additional 2.3 billion people who are affected.

Together, these people control more than \$8-trillion in annual disposable income, a number expected to grow even higher as the population ages.”

“Firms that are mindful of this emerging market will be more innovative, design products more intelligently and serve all customers better”, Mr. Donovan said. “Companies could use insights from people with disabilities to make products better for everyone,” said Mr. Donovan, who has cerebral palsy. Smart employers – he cites TD and Google as examples – shape their recruiting to include those with disabilities, efforts that help them find the best people.”

written by Kymberley Morin

To read the full article, click on the following link:

<http://www.theglobeandmail.com/report-on-business/working-wisdom-how-workers-with-disabilities-give-companies-an-edge/article23236023/>

### **NEWS FLASH!!!**

Please find below the link to the English version of the the new Program CASP. Should you have any questions, please feel free to contact the Centre of Excellence PIM.

[www.mels.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/casp-education-program-a-competency-based-approach-to-social-participation](http://www.mels.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/casp-education-program-a-competency-based-approach-to-social-participation)

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## Organizations of Note!

[www.keroul.qc.ca](http://www.keroul.qc.ca) "is a non-profit organization which, through information and lobbying, promotes and develops accessible tourism and culture." This website provides information on accessible hotels, motels, restaurants and tourist attractions for travelers with restricted physical ability.

<http://www.centreaction.org/indexe.html> "Action Centre is unique in Montréal ~ a bilingual and multicultural non-profit community organization whose **mission** is to provide structured activities that promote the social inclusion and active participation of adults with severe and permanent motor and/or cognitive limitations..."

<http://www.cnsnataction.com> Club de natation Saint-Hyacinthe offers swimming classes for intellectually disabled people in collaboration with Special Olympics. The website is in French only.

<http://cpastbruno.com> Patinage St-Bruno offers adapted figure skating courses. The website is in French only.

[www.icandreamtheatregroup.com](http://www.icandreamtheatregroup.com) "I Can Dream Theatre Group is a community-based organization that gives young adults with special needs the opportunity to develop their talents in the area of the performing arts, while at the same time promoting commitment, responsibility, self-confidence and friendships in order to enrich the lives of the individuals involved."

## Important Document!



"The goal of this document is to equip education consultants so that they are able to provide preschool, elementary and secondary teachers with assistance and guidance in their professional development as it relates to their work

with students with motor impairments.

Almost all students with motor impairments are integrated into regular classes, but the teachers concerned have few opportunities to develop their expertise; as a result, they require substantial support. This document is designed to help provide that support, with adjustments for specific educational settings.

How can teachers provide effective support for students with motor impairments without being overprotective or failing to acknowledge their differences? How can they make informed pedagogical decisions to guide these students toward success? Looking beyond appearances, that is, beyond the basic need to change the physical layout of the classroom, how do motor impairments interfere with student learning?"

***This document is available on the Centre's Website***

## Dates to Remember



**ENSEMBLE,  
BATISSONS UNE SOCIÉTÉ  
PLUS INCLUSIVE**

Du 1<sup>er</sup> au 7 juin  
**Semaine québécoise  
des personnes  
handicapées**



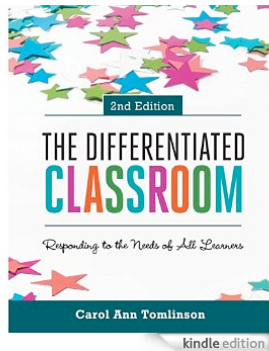
Two free shows to be announced in the coming week.

[Follow this link](#)

<https://www.mcgill.ca/osd/udl-conference-2015> Universal Design for Learning: Canadian Perspectives. Conference dates: May 20th to May 22nd, 2015 at McGill University.

## Books of Interest!

### The Differentiated Classroom

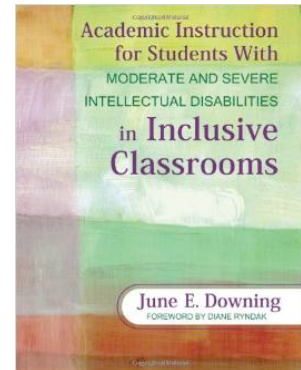


Although much has changed in schools in recent years, the power of differentiated instruction remains the same—and the need for it has only increased.

Today's classroom is more diverse, more inclusive, and

more plugged into technology than ever before. And it's led by teachers under enormous pressure to help decidedly unstandardized students meet an expanding set of rigorous, standardized learning targets. In this updated second edition of her best-selling classic work, Carol Ann Tomlinson offers these teachers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how to divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests.  
Amazon

### Academic Instruction for Students With Moderate to Severe Intellectual Disabilities in Inclusive Classrooms



"A useful resource for all educational teams who plan for students with moderate and severe intellectual disabilities. In each chapter Downing summarizes current, key research and offers practical applications from her wealth of experience in schools.

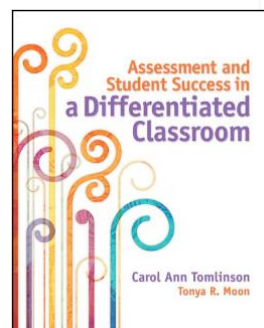
Readers who are new to planning for students with severe disabilities will find excellent coverage of the basics like systematic instruction, positive behavior support, and collaboration. Professionals with extensive experience will benefit from the new ideas for planning, including specific examples of adapting academic content, considering both family goals and state standards in planning, and using universal design for learning." -- Diane M. Browder, Snyder Distinguished Professor of Special Education 20090910

### Assessment and Student Success in a Differentiated Classroom

Carol Ann Tomlinson and Tonya R. Moon take an in-depth look at assessment and show how differentiation can improve the process in all grade levels and subject areas. After discussing differentiation in general, the authors focus on how differentiation applies to various forms of assessment--pre-assessment, formative assessment, and summative assessment--and to grading and report cards.

Throughout, Tomlinson and Moon emphasize the importance of maintaining a consistent focus on the essential knowledge, understandings, and skills that all students must acquire, no matter what their starting point.

Amazon



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, Kimberley Morin and our secretary, Robin Colyer collaborating with Peter Hamilton, consultant and Manon Lessard, Special Needs & French consultant for the ETSB.

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

Kimberley Morin, Coordinator

Robin Colyer, Secretary

<http://centreforexcellence.etsb.qc.ca>

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