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UPCOMING
EVENTS

SEMAINE QUÉBÉCOISE DES
PERSONNES HANDICAPÉES
2017

June 1st to 7th, 2017

6TH CONFERENCE OF THE
INTERNATIONAL SOCIETY FOR
CHILD INDICATORS

June 28 - 30, 2017
Montreal, Quebec

Drop Zone VP
Quebec Society For Disabled
Children

September 26, 2017

19th International
Conference on autism,
Intellectual Disability &
Developmental Disabilities

DADD
January 17-19, 2018
Clearwater Beach, Florida

Copy Editor
Robin Colyer

New website coming!

The Centre of Excellence is very excited to announce a new website (working url - "youcanteachme.com") coming out this fall, focusing on students with moderate to severe intellectual disabilities. The site will provide information on the principal concerns in teaching these students, including communication, self-determination, literacy, numeracy, best practices and transition planning. Each topic will offer a "Teacher's corner" with tools, strategies and resources to help teachers understand these students and develop skills to better teach them.

Stay posted, we'll be announcing it on our main website early in the fall: <http://centrefexcellence.etsb.qc.ca/>

"Jooay"

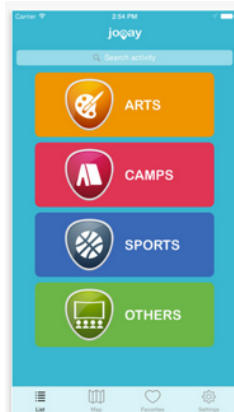
connecting children and youth with disabilities to leisure

In an article for CBC News Calgary Jennifer Lee introduces Sarah MacEachern, a University of Calgary paediatric resident, who is working to help disabled children to become more physically active. She acknowledges that one of the biggest problems for families is finding activities that are accessible for their children. In her research to find ways to help she discovered Jooay, a free app developed by researchers at McGill University.

Jooay "connects families with nearby accessible leisure activities — including sports and arts programs as well as camps in an effort to improve health and social well-being." **Jooay** is available through the iTunes app store and is coming soon through Google play.

See the full article by following this link:

['Let's make it easy for these kids'](#)



Did we forget to include the bride at her own wedding?

by *Kymerley Morin*

Teaching is often regarded as a vocation and seen as important and rewarding work. Although this might be true at times, teachers are often confronted with considerable criticism as well; teachers have long summer vacations, they don't work a full-day, they seem to have a day off every other week, not to mention they are held solely responsible for student's difficulties and failures at school.

Today, the student population has become increasingly diverse, and with student diversity comes an increased demand on our teachers to meet the needs of all our growing population of students with learning difficulties or disabilities, and students who require extra support due to the fact they come from socially disadvantaged milieus. Our special needs policy and our QEP (Quebec Education Program) advocate for inclusive education, which places a high demand on our teachers, and yet we have not put in place solutions or means to provide professional development which would train our teachers to meet today's challenges.

In the spirit of inclusive education, a noble movement and one I am in favour of, I often feel we have left out an important key if we wish for inclusivity to work in our schools, which is our regular stream teachers. In Quebec, teachers who graduate from McGill, Concordia, or Bishops receive very little training in the field of special education. Consequently, many teachers feel ill-prepared to meet the particular challenges of having a student let alone more than one with a learning difficulty or disability in their classroom. This lack of training leads teachers to rely on paraprofessionals, and, if they are fortunate enough to have one in their school, a special needs or resource teacher to support them.

Have we forgotten to consider providing professional training to our regular stream

teachers to meet the diverse needs of today's classroom? Yes, I believe we have. What can we do about it? Provide them with more readily available professional training, ensure that newly graduated teachers gain teaching experience before they are asked to teach students with specific needs in a regular classroom, and insist that our universities increase the number of courses dedicated to understanding and teaching students with learning difficulties and disabilities.

Presently, l'Université de Montréal, l'UQAM (Université du Québec à Montréal), l'Université de Laval, and l'Université de Sherbrooke offer a four-year bachelor's program in "adaptation scolaire" (special education) for future teachers who wish to specialize in teaching students with either learning difficulties or learning disabilities. There are no equivalent undergraduate programs offered by our Quebec English-speaking Universities. English speaking teachers could further their knowledge in special education at the graduate level at McGill if they wish to do so. McGill does offer an Inclusive Education Certificate. I

believe there is a need from English speaking teachers that is not being met, and we should not act surprised when our teachers choose not to teach and choose another profession. It is estimated that 30% of Canadian teachers are leaving the profession within their first five years on the job.¹

In an article in the Globe and Mail, Sean Fine states that teachers across the country are increasingly taking leave of absences because of burnout. Higher public expectations, more integration of special-needs children without extra support, a demanding new curriculum introduced with little teacher training and children who are more troubled and less prepared to learn are some of the main causes of teacher burnout.

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“The literature on inclusive practice over the last fifty years has shown that teachers across the world have been concerned about including students with disabilities, learning difficulties and/or challenging behaviour in mainstream classrooms (Cornoldi, Terreni, Scruggs, & Mastropieri, 1998; Harris & Stephenson, 2003; Jahnukainen & Korhonen, 2003; NSW Public Education Inquiry, 2002; Scruggs and Mastropieri, 1996; Wright & Sigafoos, 1998). In fact, the difficulties of responding to student diversity have prompted some analysts to conclude that inclusive practice has gone too far (Tronc, 2004), has not worked (Warnock, 2005) and/or may have to be redefined (National Association of Head Teachers, 2003).” Shaddock, J.A., 2007

If we wish for inclusive education to work, we seriously need to support our teachers in gaining knowledge and skills in best practices that not only support students who have difficulties or disabilities but are “efficient, feasible and personally sustainable for themselves.” Shaddock, J.A., 2007.

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Focusing on the skills that are needed to make Inclusive Education successful

Teaching skills

“It may be self-evident, but the most crucial set of skills relate to ‘how to teach’, and for pedagogical consultants, how to assist teachers so that they teach successfully. There is plenty of evidence that good teaching makes a difference; that really good teaching makes a huge difference; and that good teaching makes a difference even when it occurs in contexts that are less than ideal (e.g. as concluded by Fullan, 2006; Hattie 2005; Rowe 2003).

Although good teachers attempt to meet the individual needs of each of their students, they typically have to work with groups of students. This fact complicates our response to individual needs, e.g. by ‘differentiating the curriculum’ as proposed by Carol Ann Tomlinson and many

others. Differentiation is a recommended element of quality teaching, and some students require more than adaptations, they require modifications. Teaching in a highly differentiated classroom is very demanding and requires time.

Teachers consistently state that their biggest barriers are demands on instructional time; lack of time for preparation and planning; the diversity of students; the high-stress level of teaching; and the challenging behaviour of students. Teachers’ lack of time is a major issue and may explain why most report the little use of time-demanding differentiations to activities, resources, products and assessment. Many teachers view such strategies as incompatible with their current work situation in which everything is done in great haste, in little disconnected bits of time, and where they juggle multiple demands.” Shaddock, 2007.

Administrators should consider that teachers need more time for planning if they are to address the needs of students with special needs in their classroom.

Besides professional development, there are some skills that teachers can focus on starting today that will reduce professional anxiety and stressors. I share some thoughts given by Professor A.J. Shaddock during a conference presented June 25th and 26th, 2007 in Sydney, Australia that are quite insightful.

Relationships

Good teachers put considerable effort into building relationships – with students, colleagues and the whole school community. Having good relationships at school, particularly with students, is one of the factors that many teachers cite as making it all worthwhile (NSW/ACT Independent Education Union, 2002).

Good relationships with students are intrinsically valuable and instrumentally valuable.

According to Hattie (2005) teachers account for 30% of the variance in student learning, and student variables account for a whopping 50%. If 50% of the variance in student learning is attributable to student variables, surely that is an invitation to teach to students' strengths and interests, to interact with them in ways that stimulate their engagement, and to foster their motivation through the positive relationships we have with them!

Students, and particularly senior students who are considered 'at-risk', want teachers who are friendly, helpful, caring, fair and enthusiastic; they want teachers who build relationships and who inspire them to work hard and achieve (Rowe, 2003; Slade, 2002; & Te Riele, 2006).

Skilled teachers also work hard to have good relationships with their colleagues. Many team up with like-minded colleagues to try out new (for them) strategies such as team-teaching, different student groupings, peer tutoring, cooperative learning, and ways of generating more time for intensive effort with some students.

Good teachers also work hard at establishing good relationships with parents and in ensuring that the parents of students with disabilities feel part of the school community. These good relationships sometimes lead to parents having greater involvement in their child's education, e.g. having them pre-teach concepts and skills that are central to upcoming lessons.

So, good relationships with students, colleagues, parents and the wider community are not just good in themselves, but they also can be used to help students learn more efficiently. Good

teachers conceptualize teaching as a cooperative effort and not something you do alone 'behind closed doors'.

Remember you are not alone, and we can work together to make a difference in our students' lives and aim to make the teaching profession a little better every day. The Centre of Excellence for the physically, intellectually, and multi-challenged wants you to be part of the wedding planning.

Title inspired by a quote from Liberman, L.M. (1985). Special education and regular education: A merger made in heaven? Exceptional Children, 51, 513-516. "The inclusion movement is like a wedding in which we, as special educators, have forgotten to invite the bride (regular educators)".

1. Allen, Corey. (April 22, 2015) UBC News. "Why are so many teachers burning out?"

References

Fine, S. (February 5th, 2009). *The Globe and Mail*. "Teachers drop out as stress takes its toll".

Kutsyruba, B., Godden, L., & Tregunna, L. *Canadian Journal of Educational Administration and Policy*. "Curbing Early-Career Teacher Attrition: A Pan-Canadian Document Analysis of Teacher Induction and Mentorship Programs". Issue 161, August 6th, 2014

Reichel, J. (February, 19th, 2013). *The Epoch Times*. "Overwhelmed Canadian Teachers May Be Quitting in Droves".

Shaddock, A.J. (2007). "Improving learning outcomes for all students: Strategies for teachers who don't claim to be super heroes". Keynote address to the University of Sydney "Successful Learning Conference", Harold Park Conference Centre, Glebe, Sydney

UNIVERSITY OF VERMONT CENTER ON DISABILITY AND COMMUNITY INCLUSION

Webinar Series - I Team Archived Trainings

[Integrating Related Services into Inclusive Lessons and School Activities](#) - May 25th, 2016

[A Team Planning Process for Meaningful Inclusion](#) - April 14th, 2016

[The Role of the Inclusion Facilitator: New Roles and Responsibilities for Special Education Teachers](#) - March 30, 2016

Resources in Literacy and Inclusive Education

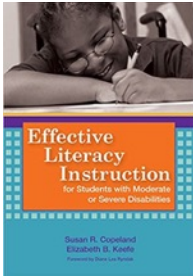
Articles:

Coleman, Mari Beth, Cherry, Rebecca A., Moore, Tara C., Park, Yujeong, & Cihak, David F. (2015) Teaching Sight Words to Elementary Students With Intellectual Disability and Autism: A Comparison of Teacher-Directed Versus Computer-Assisted Simultaneous Prompting. *Intellectual and Developmental Disabilities, Vol. 53, No. 3.* 196-210.

Lemons, Christopher J., Allor, Jill H., Al Otaiba, Stephanie, & LeJeune, Lauren M. (2016) 10 Research-Based Tips for Enhancing Literacy Instruction for Students With Intellectual Disability. *Teaching Exceptional Children, vol. 49, No. 1.* 18-30.

Lemons, Christopher J., King, Seth A., Davidson, Kimberly A., Puranik, Cynthia S., Fulmer, Deborah, Mrachko, Alicia A., Partanen, Jane, Al Otaiba, Stephanie, & Fidler, Deborah J. (2015) *Intellectual and Developmental Disabilities Vol. 53, No. 4.* 271-288

Books:

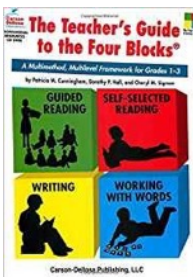


Copeland, Susan R., & Keefe, Elizabeth B. (2009).

[*Effective Literacy Instruction for Students With Moderate or Severe Disabilities.*](#)

Baltimore: Paul H. Brookes Publishing Co.

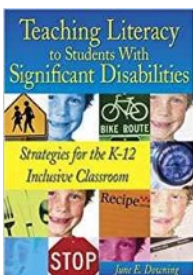
“A must-have resource on one of today’s hottest emerging topics, this easy-to-use book will help educators raise expectations for all students and teach those with disabilities the crucial literacy skills they’ll use for the rest of their lives.” editor



Cunningham, Patricia M., Hall, Dorothy P., & Sigmon, Cheryl M. (1999)

[*The Teacher's Guide to the Four Blocks®: A Multimethod, Multilevel Framework for Grades 1-3.*](#) Greensboro: Carson-Dellosa Publishing, LLC

“By summarizing each of the Four Blocks®, steps for implementation in the classroom, and a variety of student activities, this book explains how teachers can help all children become better readers and writers. It also fully supports the Four-Blocks® Literacy Model.” Amazon



Downing, June E. (2005)

[*Teaching Literacy to Students With Significant Disabilities: Strategies for the K-12 Inclusive Classroom.*](#) Thousand Oaks: Corwin Press.

“Brimming with practical ideas, tips, and examples, this definitive guide offers k-12 educators the research findings and means for creating an inclusive environment that encourages students with significant disabilities to become actively engaged in literacy learning.” editor

Websites of Note

[Adapting Our Schools to the Needs of All Students - Plan of Action for Special Education](#)

“This Plan of Action is intended to support schools in their work with young people with special needs. It is based on the six lines of action defined in the Policy. For each of these lines of action, the contribution the schools can make is shown, and the means the Ministère de l'Éducation plans to implement to help the schools are presented.”

Summer camps for children with special needs:

[Camp Garagona](#) - for children and adults with mild to moderate intellectual handicaps. Frelighsburg, QC

[Camp Massawippi](#) - For those with a visual or hearing impairment or physical disabilities. Day camp: ages 5-21, Residential camp: ages 6-30. Ayer's Cliff, QC

[Camp Canawish](#) - For intellectually handicapped and children with learning disabilities. Residential camp. Rivière-Ouelle.

[Camp Yaldei](#) - For children with developmental disabilities. Residential camp. Laurentians, QC

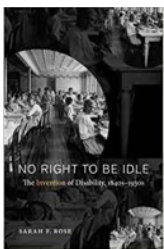
[Centre Normand-Leveillé](#) - For children with a variety of handicaps and disabilities. Residential camp. Drummondville, QC

[Frontier Lodge](#) - Special needs children can be accommodated. Residential camp. St. Hermenegilde, QC.

[Camp St. Pats](#) - Accommodates children with disabilities. Stoke, QC.

[Jardin des Papillons Day Camp](#) - For children of 3 to 8 years of age with special needs. Montreal, QC.

Book of Special Interest



[No Right to Be Idle: The Invention of Disability, 1840s-1930s](#)

by Sarah F. Rose
The University of North
Carolina Press (April 3, 2017)

“Rich in historical context, rigorously researched, and powerfully argued, Sarah Rose's book is a superb social history of disability from the mid-nineteenth century to the 1930s. Through a series of exquisitely and painstakingly rendered case studies, No Right to Be Idle is an excellent illustration of the many complex relationships among disability, work, productivity, and citizenship.” Michael Rembis, University at Buffalo

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.

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

Kimberley Morin , Coordinator
Robin Colyer, Secretary

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