

INSIDE THIS ISSUE

MY 'COUP DE COEUR'	PAGE 4
COE PIM UPDATE	PAGE 5
BOOKS OF INTEREST	PAGE 6
ORGANIZATIONS OF NOTE	PAGE 6

Professional Development

Montreal's Children Hospital - McGill University Health Centre provides several workshops entitled Support for professional practice.

Workshops

The Family and School Support and Treatment Team in conjunction with the Centre of Excellence for Mental Health offers a series of lectures.

Lectures

LCEEQ is offering workshops through their Summer Math Institute.

Workshops

Physical and Health Education National Conference in Montreal. May 2-4, 2019

Conference

Well-Being – Being Well

February 11 & 12, 2019

Conference

see page 4 for more info

COPY EDITOR
Robin Colyer

**Collaboration and Education
Essential Parts of Transition Planning from School
Life to Adult Life**

by Kymberley Morin

As a high school teacher, I always envisioned the best for my students, especially when it came to students who struggled at school. We all have had, at one point or another in our teaching career, a student who raised concerns about their well being. What will happen to them when they leave high school? Will they pursue their education? Will they find gratifying employment? Will they be OK?

We can't help it. We care and want the best for all our students, and transition planning can put at rest some concerns. There are non-negotiables when it comes to transition planning; collaborative initiatives, and accessibility to services and resources in the community during and after schooling. But, to me, education remains an essential and critical part of any transition planning. We need to always keep in mind these two questions, "what are we preparing our students for?" and "what essential knowledge and skills does my student need to navigate as independently as possible in the adult world?"

*As mentioned by
Stewart B. & al,
2009, the transition
to adulthood is
considered to be a
critical step within an
individual's life
course, as there are
significant changes
taking place within
the person and the
environment.*

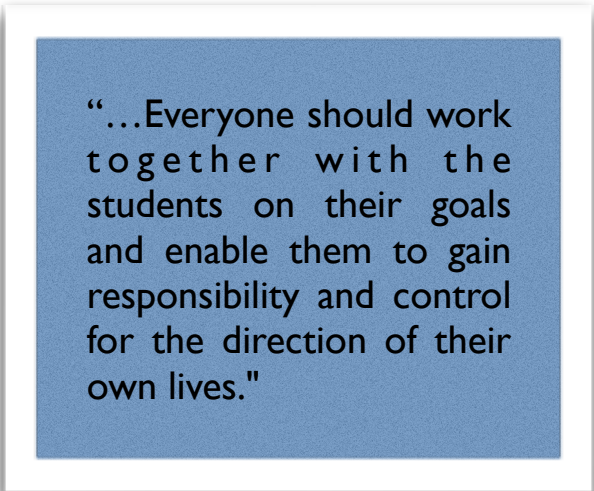
As mentioned by Stewart B. & al, 2009, the transition to adulthood is considered to be a critical step within an individual's life course, as there are significant changes taking place within the person and the environment. Many of these changes occur while the student is at school, and puts schools in the best position to provide a supportive environment, tools, and resources to prepare a student's journey into adult life.

Collaboration and Education

Essential Parts of Transition Planning from School Life to Adult Life (cont.)

Collaborative Initiatives

To have meaningful outcomes, Stewart B. & al, 2009 explains the importance of seeing issues from all perspectives, compromising, and developing mutual, agreed upon, and meaningful goals for how to transition students and their families. In addition, collaboration should be a seamless process and can only occur when all levels from community to agency, from young persons to policy level, work toward the same outcomes.



“...Everyone should work together with the students on their goals and enable them to gain responsibility and control for the direction of their own lives.”

Never underestimate the importance of consistent and reliable follow-ups by involved parties working together. A follow-up gives all partners an opportunity to stay focussed on a shared vision and find solutions to potential barriers and conflicts. "Collaborative efforts will prevent “passing the buck” between family and service providers in making transition plans which could have a student caught in the middle. Everyone should work together with the students on their goals and enable them to gain responsibility and control for the direction of their own lives.”¹

Accessibility

Reducing social and physical barriers begins by creating a strong support network between the school and the community. By having a clear picture of what is available as

services, resources, and support systems, student goals or outcomes could go beyond employment, independent living or community volunteering; focus could be on being an active citizen and taking part in activities meaningful to him or her.

Education

Awareness, understanding, acquiring knowledge and gaining skills occur through participation in a variety of different activities, and by learning from one's own mistakes as well as the mistakes of others. Learning occurs in a multitude of milieus, and schools play an essential role in providing learning opportunities for all.

Long before transition planning begins, schools play a social role that enables increased compassion towards and acceptance of people with disabilities through inclusive education. Schools offer opportunities to contribute, to listen and to share with all students with or without disabilities.

Schools can provide students with meaningful educational opportunities that focus on self-determined skills such as decision-making and self-advocacy. By offering a variety of opportunities to learn essential skills and knowledge, schools can assure that students learn age-appropriate content that will increase their chances of taking part in their community and playing an active role in community life.

¹ Stewart, D., & al. (2009). The Best Journey to Adulthood For Youth with Disabilities. An Evidence-based Model and Best Practice Guidelines For The Transition To Adulthood For Youth With Disabilities. McMaster University. p. 13

Collaboration and Education

Essential Parts of Transition Planning from School Life to Adult Life (cont.)

Quebec and Transition Planning

This year, the Ministry of Education has released a long-awaited document concerning transition planning entitled, "Guide for Supporting the Transition from School to Active Life." Links to both English and French versions are below.

<http://www.education.gouv.qc.ca/en/references/publications/results/detail/article/transition-from-school-to-active-life-tsal/>

<http://www.education.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/transition-de-lecole-vers-la-vie-active-teva/>

Although transition planning, known as TEVA (transition école à la vie adulte or active), is not mandatory in our province, it is strongly encouraged. Several initiatives across Quebec have been taken in the implementation of the process for students with disabilities and have incorporated the objectives in the student's IEP (individualized education plan).

In the Eastern Townships, an exciting initiative has taken place to ensure that students with disabilities receive support before their school leaving by having a transition plan put in place. All four school boards, three French and one English, have decided to collaborate and work together with health and social services to have a better understanding of each one's role and services offered to students and families. By collaborating, school boards have set aside funding to hire facilitators in each school board to provide the much needed training and support in the implementation of a TEVA. Since this collaboration, a better understanding of services offered by community agencies and health and social services has set in motion innovative ways of providing assistance to students, and the development of interesting resources shared by both English and French communities. This collaboration is entering its second year, and school administrators and decision-makers are pleased with the progress and initiatives taking place in their schools.

If you would like to have more information on the resources developed by the Eastern Townships, please contact the Centre of Excellence PIM at:
centreofexcellence@etsb.qc.ca

References:

1. Dingwall, C. & al. (2006). Creating a Good Life in Community: A Guide to Person-Directed Planning. Ontario Ministry of Community and Social Services. p. 1-34
2. Stewart, D., & al. (2009). The Best Journey to Adulthood For Youth with Disabilities. An Evidence-based Model and Best Practice Guidelines For The Transition To Adulthood For Youth With Disabilities. McMaster University. p. 1-90
3. Toronto and York Regions (2006). Connections. A guide to transition planning for parents of children with developmental disability.

My 'Coup de Coeur' Eastern Townships Initiative — When Two Solitudes Find Common Ground by Kymberley Morin

At the end of the 2015-2016 school year, the 'Comité TEVA Estrie' Eastern Townships TEVA committee recognized there was a lack of services being offered to students with disabilities who did not have an employability profile.

As we questioned ourselves concerning this situation, other irritants were brought forth such as lack of coordination between schools and community services, lack of accessibility to services, misunderstanding of services being provided, misunderstanding of roles and responsibilities of each key player taking part in a transition plan. Moreover, French and English School Boards found themselves in the exact same predicament.

Time to Roll Up Our Sleeves

In 2017-2018, the committee members addressed each school board's complementary service directors and proposed the following:

- ◆ Put in place a directors committee where all decision makers from schools, health and social services, and community organizations would meet and discuss best practices to support transition planning during school-years and afterward.
- ◆ Set funds aside to hire four 'agents-pivot', one for each school board, to support the implementation of TEVA in each high school. It's important to note that these 'agents-pivot' have the opportunity to work and support each other throughout the year.
- ◆ Have an organizational committee who would support school board 'agents-pivot' facilitators by providing resources and professional support.

Results

All the key players at the school boards, health and social services, and community services have a common understanding of the TEVA process. Their roles and responsibilities are defined and respected and quality resources both in French and English have been and continue to be developed.

Schools have continuous support and can provide better transition plans to their students, even to those without an employability profile.

2018-2019

This year, work continues to better provide support to high school administrators and teachers. Focus continues to be on gaining a better understanding of school needs through group discussions and working groups. This way we can provide training and resources that address specific needs and ensure that transition planning is done as harmoniously as it is intended to be.

Professional Development Opportunities (cont.)

In recognition of its 10th Anniversary, LCEEQ has adopted as the theme for its Annual Conference, **Well-Being – Being Well.**

The conference will bring together experts from both the medical and educational communities to consider the many aspects of this important issue.
February 11 & 12, 2019

For more information:

<https://conference.lcee.ca>

Registration: <https://conference.lcee.ca/#register>

Centre of Excellence PIM Update

The Centre has turned a new leaf this year. My colleague Robin Colyer has begun a new chapter in her life, called retirement. She is greatly missed by all who has had the opportunity to work with her. Her dedication to the Centre has left a lasting impact. Thank you Robin for everything you have done for the learning community.

The Centre is fortunate to have access to a number of professionals this year. We are working on several projects such as a developing a continuum on developmental stages for students with intellectual disabilities, and literacy resources aimed to develop understanding of abstract concepts. More information to come.

This year, the Centre will be providing three workshops, two being follow-up workshops with Dr. Steven Shaw. More information will be available shortly.

In collaboration with an occupational therapist, the Centre will be giving a workshop on Developmental Coordination Disorder (DCD). This workshop is for PreK 4 and PreK 5 ETSB teachers. More information will be available shortly.

The Centre continues to provide support to all Quebec English School Boards. If you have any questions pertaining to students with Intellectual Disability or Physical Disability, please contact me at: centreofexcellence@etsb.qc.ca

FYI

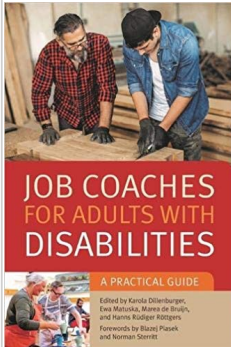
The Centre of Excellence for Behaviour Management has launched their website. Check it out <https://www.cebm.ca>

The Centre of Excellence for Autism has issued their first 2018-2019 newsletter. A worthy read. <http://coeasd.lbpsb.qc.ca/Newsletters/2018-10.pdf>

Inspirations, sponsored by the English Montreal School Board, provides a data base for special needs resources. A resource list for parents, caregivers and teachers.

http://www.inspirationsnews.com/pdf_en/Database/Database/DatabaseAug72018updateFIN.pdf

Books of Interest!



I'm looking forward to the release of this book.
Job Coaches for Adults with Disabilities: A Practical Guide.

Release date February 21, 2019.

"Defining the role of a job coach, this book sets out EU-wide training standards

for helping people with disabilities gain and maintain meaningful employment.

The book includes the perspectives of both people with disabilities and their job coaches, offering first-hand experience of the specific issues faced by those who want to enter the competitive open jobs market. It describes how to provide bespoke support for people with an intellectual disability, physical disability, as well as for autistic people and individuals with mental health conditions. Guidance on functional assessment, task analysis, collaborating with employers and training for new and student job coaches is also included."

amazon.ca

Organization of Note!

Access Earth is a community of people working to make travel easy and equal. Their mission is to empower more people to embark on new adventures.

Access Earth members give each other the specific information they need to try new restaurants, hotels and tourist attractions without worrying about accessibility.

'Accessible' means something different to each of us. That's why Access Earth members can search and share specific, relevant accessibility information based on our set criteria.

Users are encouraged to rate local restaurants, hotels and tourist attractions by their accessibility so that we can enable everyone to have the clearest information possible.

<https://itunes.apple.com/ca/app/access-earth/id1180629063?mt=8>

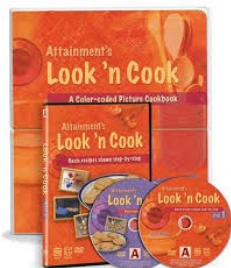
Check out this very interesting article about the APP.

<https://www.abilities.com/community/accesearth.html>

Look 'n Cook Cookbook

This colourful cookbook features 62 step-by-step basic recipes that create a great foundation for cooking independence. Illustrations are clear, concise and easy to

"read." Each picture step has accompanying text. A colour coding system makes it easy to follow measurement and temperature requirements – user simply matches utensil colours to colours used in the recipes.



<http://www.spectronics.com.au/product/look-n-cook>

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.

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

<http://centreofexcellence.etsb.qc.ca>
centreofexcellence@etsb.qc.ca