Sir Wilfrid Laurier School Board
Laurier Teachers' Union

School Level Special Needs Committee
2025 - 2026

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Supporting you, your colleagues and your students with special education needs.

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Committees and Mandates

Members Sir Wilfrid Laurier
Board Level Parity Committee

LTU	SWLSB
President	Assistant Director General
Director of Membership Welfare	Director of Human Resources
Director of Pedagogical Affairs	Director of Finance
General Chairperson	Director of Pedagogical Services
Secretary Treasurer	Assistant Director of Pedagogical Services
Teacher Representative	Administration Representative (High School)

Board Parity Committee Mandate

a) Advise on special education policy

b) Make recommendations on services provided

c) Verify resources available

d) Establish the criteria for allocating resources

e) Analyze requests from schools

f) Make recommendations on:
- Allocation of resources
- Amount of resources to be set aside to pay compensation as a result of weighing certain students
- Reserve to provide additional services for new cases

g) Receive and analyze SLSNC reports

8-9.05 / 4.8.00
School Level Special Needs Committee (SLSNC)

Composition of SLSNC

a) Maximum 3 teachers and 1 administrator, all voting members; decisional committee

b) Selection criteria determined prior to start of school year by Teacher Council

* For schools with one thousand (1,000) students or more, the committee must be composed of a maximum of five (5) teachers.

Recognized Presence for Teachers Elected to the Committee

- Time recognized within 5-hours of Personal Presence in the calculations (8-6.06.4d):
  - 60 minutes will be recognized in a 5-day cycle
  - 72 minutes will be recognized in a 6-day cycle
  - 108 minutes will be recognized in a 9-day cycle

- For work on the School Level Special Needs Committee

SLSNC Mandate

- The SLSNC Mandate described here is provided as a guide and does not supersede what is prescribed in the local (4-8.00) and provincial (8-9.05) collective agreements

- Elaborate a schedule of meetings (Annex 1) – recommendation of 7-10 meetings per year and as the requests arise

- Determine/review internal rules of order (length of meetings, time of day, location, secretary, quorum, tiebreaker etc.)

- Chair calls meeting. Quorum ½ of total members + one.

- Record the minutes of the meetings. Store minutes in an SLSNC binder (maybe digital, e.g., Microsoft Teams)

- At the beginning of the year, ensure that teachers who have integrated identified students have received the information in 8-9.09 b.

- Create a tracking system of requests for services*. A list should include students' names, MEQ difficulty codes, whether there is an active IEP, what assessments were completed, services received etc.

- Establish a system for teachers to assess the support services that have been selected by the committee, including and not limited to support from remedial /supporting teachers ***(Annex 2).***

- Provide guidelines for the utilization of TIIPs that normally precede requests for support ***(Annex 3).***

- Review school's previous year's data with a view to ensuring that the students concerned are continuing to receive appropriate services.

- Review the files of these previously identified students and revise the services with the input of the teachers concerned – team approach – include in-school professionals.

- Determine the distribution of the school's current allocation of resources to service students with special education needs. (i.e. attendants, special education technicians, etc.).

- Periodically review the effectiveness of the allocated services.

- Present to teacher council for approval the general criteria that the committee will utilize in determining the priority to be given to support requests.

- Configure an accelerated path to allow the principal to provide immediate support when critical situations arise. Updates on these cases must be discussed at a subsequent SLSNC meeting.

- Once a year, the Parity committee requests the SLSNC to prepare and submit a report of the projected needs for the following school year.

- During the year, if an insufficiency of available support is noted, the SLSNC requests additional assistance from the Parity Committee.

- In March, evaluate the effectiveness of the services that were provided and report these findings to the Parity Committee. A summary report will need to be prepared.

*NOTE requests for Professional Services should take place at appropriate meetings e.g. IDT meetings, Ad Hoc, Case conferences with relevant professionals present. These requests should not formally be made at SLNSC meetings.

SCHOOL LEVEL SPECIAL NEEDS COMMITTEE
COLLECTIVE AGREEMENT E5 - CLAUSE 8-9.05

Clause 8-9.05 of the Collective Agreement E5 QPAT-CPNCA requires the creation of a School Level Special Needs Committee in each school. This committee includes teachers and the school principal. The mandate of this committee is described in the clause.

In order to promote the efficiency of this committee as well as the actualization of its mandate, this document is a reference tool available to all schools. Use of this timeline is optional as it can be adapted to better respond to the needs and practices specific to each environment.

Furthermore, as a recommendation, the school level committee can develop its own set of internal rules such as:

- Calendar of meetings
- Agendas
- Meeting checklist
- Distribution of documents
- Feedback on consultations
- Items discussed
- Invitation to support and professional employees
- Etc.

Clause 8-9.05	Suggested Timeline
A committee composed of teachers and of the school administration shall be set up in each school. This committee has the following mandate:	
a) taking into account the criteria defined by the parity committee set up under clause 8-9.04, to identify the specialized and financial resources that it deems necessary for the following school year intended for students with special needs and as support for teachers;	September: updates and revisions for the current school year. February and March: for the following school year
b) for the following school year, to inform the parity committee, no later than April 1 or at another date that the board determines, of the resources prescribed in the preceding subclause;	At the latest April 1st (or another date determined by the school board)
c) to distribute the resources allocated to the school under clause 8-9.04 as well as the additional services to be determined during the year and to define the conditions of access to services including, where applicable, the possibility of setting up provisional support services before a decision is made under subclause a) of clause 8-9.07;	May-June September (updates and revisions) If needed at any other pertinent times during the school year
d) to periodically assess the effectiveness of the conditions facilitating access to the services in place;	November-March
e) to report to the parity committee on the allocation of resources agreed to under the preceding subclause c).	In relation with deadlines established within the school board practices

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AD HOC Mandate

The Ad Hoc committee is prescribed in the teachers' collective agreement (8-9.08) and consists of school administration, the teacher(s) concerned, and in-school professional(s) concerned. Parents are invited to attend. Meetings can be held without the parents. The AD HOC may at any time use additional resources and, if it deems it necessary, meet with the student.

MANDATE:

- Study each case submitted
- Make recommendations on intervention measures
- Request pertinent evaluations from in-school professionals
- When considering professional services, it is strongly recommended that the relevant in school professionals be invited to the Ad Hoc meeting in order for the referral process to be adhered to. (clause 8-9.08)
- Obtain evaluation results as soon as possible
- Make recommendations to principal on services needed
- Make recommendations to principal on possible identification of students: at-risk students and students with handicaps, social maladjustments or learning difficulties
- Assist the principal in establishing an IEP
- To oversee the implementation of the measures in the IEP and ensure follow-up and periodic evaluation of the IEP

The school principal may decide whether to act upon or reject the recommendations made by the AD HOC on the services and identification of the student within 15 working days of receiving the recommendation. (Clause 8-9.08 b)

If approval of recommendations:

- The measure comes into effect within 15 working days of the decision. (Clause 8-9.08 c)

If rejection of recommendations:

- The principal must state the reasons to the AD HOC within 15 working days of the decision. (Clause 8-9.08 d)

Base Allocation of Attendants / Special Education Technicians

- School Board receives MEQ funding
- Parity Committee distributes allocation to schools
- The distribution, use and assigning of hours to students is decided by each school's SLSNC, within its total allocated hours for its students (**Note**: Prioritizing those students with Handicap and Special Education Difficulty Codes.)

*For information, please refer to the **Partners in Education** document on "The Role of Attendants and Special Education Technicians on School Teams" (in the **Support Services Offered to Students** section.*

School Based Measures

- Schools also receive an amount of direct funding in the form of measures.
- These funds are used to supplement the base allocated hours provided by the parity committee.
- In the spring, upon reception of their preliminary school-based measures, the principal puts into place a preliminary plan to ensure that the appropriate services are in place to meet the needs of the returning students. The principal reports on their use of these school-based measures at the governing board at different intervals.

  Note: When planning, it is imperative that schools maintain a healthy buffer in their school-based measures in order to plan for and meet any unforeseen needs that may arise throughout the year. (e.g.: a student without a ministry code who received support via a CLEVR request in one year, and is returning, could be included in this planning)

Remedial Teachers (base allocation)

Elementary Level

100% and / or 50%

Supporting Teachers (base allocation)

Secondary Level

50% release of a teaching task

Training

Once a year SLSNC are invited to an information session.

Teacher Council Mandate

- Criteria for election of SLSNC members
- Determine emphasis of support services and interventions
- Approve the access to services plan drafted by SLSNC

Identification

As defined by provincial Collective Agreement

Students with Handicaps and Students with Severe Behavioural

- **Code 14** Severe behavioural disorders
- **Code 23** Profound intellectual impairments
- **Code 24** Moderate to severe intellectual impairments
- **Code 33** Mild motor impairments
- **Code 33** Organic impairments
- **Code 34** Language disorders Social Communication Disorders
- **Code 36** Severe motor impairments
- **Code 42** Visual Impairments
- **Code 44** Hearing Impairments
- **Code 50** Pervasive developmental disorders
- **Code 53** Psychopathological disorders
- **Code 99** Temporary *(Assigned temporarily until evaluations are concluded)*
- **Code 99** Permanent – *(Assigned to students with special & extremely rare disorders)*

*****_Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties (MEQ Document)_

APPENDIX XXXI AT-RISK STUDENTS AND STUDENTS WITH HANDICAPS, SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES

This appendix is intended to provide guidance to the board and to those involved in intervention efforts.

I- At-risk students

At-risk students are students who display characteristics likely to affect their learning or behaviour that will place them in a vulnerable situation, particularly, with respect to academic failure or their socialization, without immediate intervention.

Particular attention must be devoted to at-risk students in order to determine the preventive and remedial measures required.

At-risk students are not included in the definition of "students with handicaps, social maladjustments or learning difficulties".

II- Definitions

For the purposes of applying the agreement, the Ministère shall adopt the following definitions concerning students with handicaps, social maladjustments or learning difficulties.

A) Students with social maladjustments or learning difficulties

1. Students with behavioural difficulties

A student is deemed to have behavioural difficulties when a psychosocial assessment, carried out by qualified personnel in conjunction with other concerned individuals relying on observation and systematic analysis techniques, shows that he or she has a marked inability to adapt manifested by significant difficulties in interacting with one or more elements that make up his or her social, family or school environment.

These difficulties may involve:

- overactive behaviour in relation to environmental stimuli (e.g. unjustified verbal abuse, acts of aggression, intimidation or destructiveness, a constant refusal to accept needed help and support...);

- underactive behaviour in relation to environmental stimuli (e.g. excessive fear shown towards people and new situations, abnormal passivity, dependence, withdrawal...).

Reference: clause 8-9.06 c)

Difficulty in interacting with the environment is deemed significant, that is, as requiring special education services, if it hinders the development of the student in question or that of others despite the fact that the usual support measures have been provided.

A student with behavioural difficulties often exhibits learning difficulties because he or she has a limited ability to persevere in the task at hand or a low level of attention and concentration.

2. Students with severe behavioural difficulties linked to psychosocial disturbances

Students with severe behavioural difficulties linked to psychosocial disturbances are students whose overall functioning, through an evaluation carried out by a multidisciplinary team, including a specialist from student services, using systematic observation techniques and standardized tests shows that the student displays:

- aggressive or destructive behaviour of an antisocial nature that has manifested itself frequently over several years;
- repetitive and persistent behaviour that significantly violates other students' rights or the social rules appropriate for an age group and which takes the form of verbal or physical aggression, irresponsible behaviour and the constant challenging of authority.

The intensity and frequency of this behaviour are such that special education and systematic supervision are necessary. An evaluation using a standardized behaviour rating scale shows that these students fall at least two standard deviations from the mean for their age group.

The severity of the students' behaviour is such that it prevents them from carrying out their daily activities and, in terms of educational services, necessitates the intervention of supervisory or rehabilitation personnel for most of the time the students are in school.

3. Students with learning difficulties

a) Elementary level

A student is deemed to have learning difficulties when an analysis of his or her situation shows that the remedial measures, carried out by the teacher or by others involved in intervention efforts over a significant period of time, have not enabled the student to make sufficient progress in his or her learning to meet the minimum requirements for successful completion of the cycle with respect to the language of instruction or mathematics as provided for in the Québec Education Program.

b) Secondary level

A student is deemed to have learning difficulties when an analysis of his or her situation shows that the remedial measures, carried out by the teacher or by others involved in intervention efforts over a significant period of time, have not enabled the student to make sufficient progress in his or her learning to meet the minimum requirements for successful completion of the cycle with respect to the language of instruction and mathematics as provided for in the Québec Education Program.

B) Students with handicaps

According to section 1 of the Education Act (CQLR, chapter I-13.3) a student is considered handicapped if his or her situation corresponds to that described in the definition of a "handicapped person" in section 1 of the Act to secure handicapped persons in the exercise of their rights with a view to achieving social, school and workplace integration (CQLR, chapter E-20.1). According to the Act, a "handicapped person" is defined as follows: "a person with a deficiency causing a significant and persistent disability, who is liable to encounter barriers in performing everyday activities".

For the annual September 30 declaration of enrollments, the definitions of students described in this document allow for the recognition as handicapped of students who fulfill the following three conditions:

1. a handicap has been diagnosed by a qualified person;
2. they have disabilities that limit or prevent their participation in educational services;
3. they need support in order to function at school.

The individualized education plan must take into account the diagnoses, which often clarify the origin of the student's limitations and disabilities and also his or her needs and abilities in order to identify the appropriate educational services.

Students with multiple handicaps or difficulties shall be recognized according to the definition that corresponds most closely to their characteristics and their principal limitations.

B.1) Students with mild motor impairments, organic impairments or language disorders

1.1 Mild motor impairments or organic impairments

1.1.1 Mild motor impairments

Students are deemed to have a mild motor impairment when a neuromotor examination carried out by a qualified person shows that they have one or more nervous, muscular or osteoarticular disorders.

Students are considered "handicapped by a mild motor impairment" when an evaluation of their level of functioning shows that, even with technological aids, they have one or more of the following characteristics:

- difficulty accomplishing tasks involving grasping (manual dexterity);
- difficulty accomplishing daily activities (personal hygiene, eating);
- limitations in mobility hindering their ability to get around.

These difficulties or limitations may be accompanied by difficulty in learning to communicate.

These characteristics necessitate special training and periodic support at school.

1.1.2 Organic impairments

An organic impairment is diagnosed when a medical assessment and an evaluation of the level of functioning shows that one or more of a student's vital systems (e.g. respiratory, circulatory, genito-urinary system) are affected by problems resulting in permanent organic disorders and have a serious impact on the student's ability to function.

Students are considered "handicapped by an organic impairment" when the functional disorders that have been diagnosed involve the following characteristics:

- special care has to be integrated into the student's daily schedule (frequent medication, insulin and monitoring, a nurse);
- the student has difficulty with the programs of study because of medical treatment (reduced concentration, persistent pain, anxiety, reduced hours of school attendance);
- the student's access to certain places may be restricted by the nature of the disease;

- frequent absences, sometimes for prolonged periods, lead to academic delays.

An organic impairment is recognized as having a serious impact on a student's ability to function in school when it is necessary to integrate special teaching methods and special care into the student's daily schedule.

1.2 Language disorders

Students with language disorders are students whose overall functioning, through an evaluation carried out by a multidisciplinary team of specialists using systematic observation techniques and appropriate tests, leads to a diagnosis of severe dysphasia.

Severe dysphasia: a serious and persistent language development disorder significantly limiting verbal interactions, socialization and learning at school.

Students are considered handicapped when an evaluation of their level of functioning indicates:

- marked difficulties in the following areas:
  - language development;
  - verbal expression;
  - cognitive verbal functions;
- moderate to severe difficulties in the area of:
  - verbal comprehension.

The persistence and severity of the disorder is such that it prevents the student from carrying out school tasks normally suggested to students of the same age.

Therefore, the student requires student services and an adapted pedagogy.

1.2.1 Serious language disorders

For the sole purpose of applying article 8-4.00, a language disorder is qualified as serious when it involves pure word deafness, semantic-pragmatic disorder or congenital or developmental aphasia, the evaluation of which, conducted by a multidisciplinary team, reveals severe difficulties in the area of verbal comprehension and major difficulties in the area of verbal expression.

B.2) Students with moderate to profound intellectual handicaps or severe developmental disorders

2.1 Moderate to profound intellectual handicaps

Students with moderate to profound intellectual handicaps are students whose cognitive functions, evaluated by a multidisciplinary team using standardized tests, show a level of general functioning that is clearly below average, as well as impaired adaptive behaviour appearing from the beginning of the development period.

2.1.1 Moderate to severe intellectual handicaps

An intellectual handicap is qualified as "moderate to severe" when an evaluation of the student's level of functioning shows that a student displays:

- limitations in the area of cognitive development restricting the ability to learn with respect to certain objectives of the regular programs of studies and requiring an adapted pedagogy or program;

- limited functional abilities in the area of personal and social autonomy resulting in a need for assistance in new activities or a need for instruction in basic autonomy;

- more or less marked difficulties in sensory, motor and communication development, making adapted intervention necessary in those areas.

An intellectual or development quotient of between 20-25 and 50-55 is usually considered to denote a moderate to severe intellectual handicap. The results of standard cognitive functioning tests can be translated into a development quotient by means of the following formula:

$$\text{Development quotient} = \frac{100 \text{ X developmental age}}{\text{chronological age}}$$

2.1.2 Profound intellectual handicaps

An intellectual handicap is qualified as "profound" when an evaluation of the student's level of functioning shows that a student displays:

- major limitations in the area of cognitive development making it impossible to achieve the objectives of the regular programs of studies and requiring the use of an adapted program;

- manifestly limited perceptual, motor and communication skills, requiring individualized methods of evaluation and stimulation;

- very low functional abilities in the area of personal and social autonomy, resulting in a constant need for support and supervision to accomplish daily school tasks.

The evaluation of the student's level of functioning may also show that the student displays related impairments, such as physical disabilities and sensory impairments, as well as neurological and psychological disorders and an increased propensity to contract various diseases.

A development quotient below 20-25 is usually considered to denote a profound intellectual handicap. The results of standard cognitive functioning tests can be translated into a development quotient by means of the following formula:

$$\text{Development quotient} = \frac{100 \text{ X developmental age}}{\text{chronological age}}$$

2.2 Pervasive developmental disorders

Students with pervasive developmental disorders are students whose overall functioning, through an evaluation carried out by a multidisciplinary team of specialists using systematic observation techniques and standardized tests in accordance with the diagnoses criteria of the DSM-IV[1], leads to one of the following diagnoses:

Autistic disorder: a set of dysfunctions appearing at an early age and characterized by clearly abnormal or inadequate development of social interaction and communication and a markedly restricted, repetitive and stereotyped repertoire of activities, interests and behaviour.

Autism is demonstrated through several of the following specific limitations:

- an inability to make friends, significant problems integrating into a group;
- an inability to understand concepts and abstract ideas and a limited comprehension of words and gestures;
- special language and communication problems: some students have no language, while others engage in echolalia, invert pronouns, etc.;
- behavioural problems such as hyperactivity, abnormal passivity, fits, fearfulness in ordinary situations or a lack of fear in dangerous situations, etc.;
- mannerisms, stereotyped and repetitive gestures, etc.

[1] Diagnostic and Statistical Manual of Mental Disorders

Rett syndrome, childhood disintegrative disorder, Asperger syndrome or a non-specific pervasive developmental disorder are also considered pervasive developmental disorders.

The severity of the disorders considered here is such that it prevents the students from carrying out tasks that would normally be appropriate for their age and school environment, without continuous support.

2.3 Psychopathological disorders

Students with psychopathological disorders are students whose overall functioning, through an evaluation carried out by a team of multidisciplinary specialists, using systematic observation techniques and standardized tests, leads to a diagnosis of:

A psychiatric disability that appears through a distortion in several areas of development, particularly in the area of cognitive development.

The disorders in question include several of the following characteristics:

- disorganized behaviour, episodes of serious disturbance;
- extreme emotional distress, extreme confusion;
- distortion of reality, delirium and hallucinations.

The evaluation of the overall functioning of the student must conclude that the developmental disorders entail marked difficulties in adapting to school life.

The developmental disorders considered here are of such severity that they prevent the students from carrying out tasks that would normally be appropriate for their age and school environment, without continuous support.

2.4 Atypical disorders

Students with atypical disorders are students whose overall functioning, through an evaluation carried out by a multidisciplinary team of specialists, shows that they have characteristics or limitations that do not correspond to any of the definitions established by the Ministère for its annual September 30 declaration of enrollments.

These diagnoses are very unusual. However, the students' limitations are of such severity that they prevent the students from carrying out tasks that would normally be appropriate for their age and school environment, without continuous support.

B.3) Students with severe physical handicaps

3.1 Severe motor impairments

Students are deemed to have a severe motor impairment when a neuromotor examination, carried out by a specialist, indicates one or more nervous, muscular or osteoarticular disorders.

Students are deemed "handicapped by a severe motor impairment" when an evaluation of their level of functioning shows that, even with technical aids, they display one or more of the following characteristics:

- severe functional limitations that may necessitate special training and regular assistance in performing daily activities;

- severe limitations in mobility (mobility and locomotion) necessitating special assistance in motor development as well as an aide or highly specialized equipment to help them move around.

These limitations may be accompanied by serious limitations with respect to communication necessitating the use of alternate means of communication.

These limitations necessitate special training and continuous assistance.

3.2 Visual impairments

Students are deemed visually impaired when an eye test carried out by a qualified specialist determines that each eye has a visual acuity of no more than 6/21 or a visual field of less than 60° in the 90° and 180° meridians, with correction by means of appropriate ophthalmic lenses other than special optical devices and supplements of more than + 4.00 dioptres.

Students are deemed visually handicapped when an evaluation of their level of functioning shows that, even with technical assistance, they display one or more of the following characteristics:

- limitations with respect to communication resulting in:

  . the need for specialized material (high-quality printed matter, sometimes in the form of large-print text, for the functionally sighted; material in braille and recordings for the functionally blind);

  . the need for exercises and periodic supervision when using specialized mechanical or electronic devices or specialized instructional material;

  . the need to learn and use alternate codes in order to read and write (for the functionally blind);

. the need for an adapted pedagogy to facilitate comprehension of certain concepts;

- limitations with respect to participation in everyday activities necessitating special exercises, the adaptation of teaching and periodic assistance;

- limitations with respect to mobility requiring special exercise, the adaptation of teaching and periodic assistance.

3.3 Hearing impairments

Students are deemed hearing impaired when a standard audiometric examination administered by a specialist reveals an average hearing threshold greater than 25 decibels for pure tone stimuli of 500, 1 000 and 2 000 hertz, in the better ear.

Testing must also take into account auditory discrimination and sound tolerance threshold.

Students are deemed handicapped by a hearing impairment when an evaluation of their level of functioning shows that, even with technical assistance, they display one or more of the following characteristics:

- limitations in learning and verbal communication resulting in the need for:

  . specialized techniques for learning verbal language;

  . alternate means of communication (lip reading, sign language, etc.);

  . interpreters;

- problems in cognitive development (in concept formation) and in oral language development resulting in the need for:

  . special teaching methods;

  . supplementary instruction to enable the student to overcome learning delays.

Process and Identification

Process and Identification

What to do when a teacher detects a student who may have special education needs:

- Put into place a **T**eacher-**I**nitiated **I**nstruction **P**lan (**TIIP)** for a significant period of time (40 days *for Behaviour Difficulties*, 1 month for *Learning Difficulties* and *Learning Disabilities* or *At-Risk Students).* ***(Annex 3)***

- If the **T**eacher-**I**nitiated **I**nstruction **P**lan (**TIIP)** does not resolve the difficulties, place a written request to the principal for any support services needed

- Request an Ad Hoc Meeting (details can be found under clause 8-9.08 of the Collective Agreement and the SWLSB Special Education Policy and Handbook of Procedures) to discuss the case of a student who potentially might have learning difficulties or a possible learning disability

An Ad Hoc Committee includes:

Must be included:

- Principal and/or Vice-Principal
- Teacher(s) concerned with the student

Strongly recommended:

- Relevant in-school professional (Psychologist, Occupational Therapist, Speech-Language Therapist)
- Special Education/School Climate Consultant

Must be invited:

- Parents of the student and the student, if possible, are invited

Ad Hoc Committee mandate:

- Study the case
- Make recommendations on strategies
- Make recommendations to the principal on the support services
- Request pertinent evaluations
- Decide whether the student requires an I.E.P.
- Assist Principal in establishing the I.E.P.

When does the meeting take place?

The principal can call a meeting respecting the parameters of the collective agreements.

Support Services Offered to Students

Teacher detects student with ***special education needs*** [1]

Teacher initiates an intervention plan (TIIP) outlined on Parity Committee form

8-9.06 requires teacher to put into place intervention measures for a significant period of time: at least 40 days for behavioural difficulties; learning disabilities or at-risk about a month, as determined by school's Special Needs Committee

TIIP resolves difficulties

- Process may be restarted at any time if difficulties re-emerge.
- Copy of the TIIP is placed on file with principal.

TIIP does not resolve difficulties

- Teacher makes a written request for specific services to the principal.
- Requests are placed on file.
- Principal grants request within 10 days in accordance with school-level process to access service (clause 8-9.07)

School-level support resolves difficulty

- Process may be restarted at any time if difficulties re-emerge

If difficulty persists, services continue.

[1] ***Special Education Needs*** refers to students mentioned in Annex XXXI: at-risk; handicapped; learning difficulties or behavioural difficulties. Note that the scope of ***at-risk*** (vulnerable to failure or socialization problems if there is not a rapid intervention) is narrower compared to the previous collective agreement and excludes students with behavioural difficulties, who continue to be weighted and receive support. Students with handicaps must be referred to the AD HOC committee and have an I.E.P. Teachers of students with learning or behavioural problems will be able to access support services without AD HOC meetings and without an I.E.P.

PARITY ALLOCATION REQUEST
Procedure to Follow

1. School SLSNC Chairs and/or school Principals must submit their parity allocation request for **new students to the board** via an application called ***Clevr***, which you can find on your Microsoft Office 365 online suite provided by the School Board.

2. It is important to note that while the form is filled in electronically by either the SLSNC Chair or the Principal, the electronic approval of both parties will be requested. The form cannot be electronically submitted until both parties check off that they have seen and approve of the request.

3. For purposes of confidentiality, please note the following:

   a. Vice Principals do not have access to the ***CLEVR*** app. However, this does not prevent Vice-Principals from working with the School Chair or Principal to fill out the form.
   b. No personal and/or identifying information is to be included in the ***CLEVR*** request.

4. We have developed two video capsules to help you with: a) accessing the form, and b) filling the form out:

   a. Information Resource's video on how to locate and open the Clevr app to access the form: https://web.microsoftstream.com/video/32bb210e-1e34-4ce1-b919-62b612f3f470

   b. Link to tutorial on filling out the form: https://web.microsoftstream.com/video/d9016c17-f55a-442b-be39-5ef332b215dd

The I.E.P. Process

An I.E.P. is not the brainchild of a single person…

There is a process that must be respected that stems from our provincial agreement (8-9.00 Provisions Concerning Students with Special Needs).

When a teacher detects, in his/her class, a student who, in his/her opinion demonstrates particular problems, he/she shall report it to the school administration indicating the problem(s) encountered by the student and the interventions he/she carried out over 30 days (40 days for behavior) in the form of a TIIP., in order to request support services or submit the case to the SLSNC (8-9.06). All requestsfor services shall be given an answer within 10 working days (8-9.07). ***(Annexes 2 and 3)***

If the teacher makes a request for an Ad Hoc meeting (to recommend a case for testing or for the establishing of an I.E.P.), the school principal shall set-up this meeting within 15 working days (8-9.08). The Ad Hoc shall be made up of a representative of the school administration, the teacher(s) concerned and, at the committee's request, an in-school professional. The parent(s) shall be invited; however should the parents elect not to attend, this shall not prevent the committee from carrying out its work.

At this Ad Hoc meeting, a decision as to whether or not to establish an I.E.P. is made. All stakeholders participate by providing input.

When does the meeting take place?

The principal will call a meeting while respecting the collective agreements.

Who needs an I.E.P.?

- Student with a validated handicap code (MEQ) -- **MANDATORY**
- Student with a diagnosed L.D. (with appropriate evidence of assessment)
- Student with a B.D. (obtained through the PSD identification process)
- Student in the W.O.T.P. (Work-Oriented Training Path) -- **MANDATORY**
- Student working on a modified level of instruction (not working at grade level)
- Any student deemed to be *At-Risk*

Once the I.E.P. is in place, a periodical review is needed. As there is no set number of times outlined in any MEQ or SWLSB Policy, the I.E.P. is revised as the student's situation evolves. The frequency and dates of the revisions may vary depending on the type of I.E.P. and the needs of the student. The I.E.P. does not need to be updated and sent home every term with every report card. For students following a modified level of instruction, the report card needs to state that the marks are based on the current I.E.P.

I.E.P. goals should be **S.M.A.R.T.* and should be aligned with the curriculum being covered and the learning difficulty/disability the student has been identified as having.

Both LTU and the SWLSB encourage schools to use the MEQ I.E.P. template and read the MEQ guide regarding I.E.P.s. All stakeholders should be meeting as a team in order to review the I.E.P. ***Teachers should not be doing it on their own!*** Again, the principal may use the I.E.P. release money to have teachers attend and collaborate in the creation of the plan, or it may happen during a ped day, a prep period, or during personal time (only if the teacher chooses to offer up personal work time).

* **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-bound

What is pedagogical flexibility?

Pedagogical flexibility can be used to offer choices to all students during learning and evaluation situations. These choices must not affect the difficulty of the tasks to be carried out, the requirements, or the evaluation criteria of the competencies targeted. Flexibility allows the teacher to consider the needs of students who are at risk of failing if immediate action is not taken, and to offer enrichment for more advanced students. The teacher provides reasonable and varied challenges to all students.[1] Pedagogical flexibility should be applied in all subjects, as a means of promoting educational success.[2]

When pedagogical flexibility or adaptations are used, the curricular requirements remain the same. Requirements are only modified when a student is on a modified I.E.P.

The I.E.P. with adaptations

- Adaptations allow the student to meet QEP requirements, like any other student…they do not give the student an advantage; they therefore respect the principle of equality.[3]-Can include alternate formats (Braille, audio books, use of assistive technology, use large print or a more spacious layout)
- Instructional strategies (visual cues and aids, interpreters)
- Assessment procedures (oral exams, up to 1/3 additional time to complete tasks, spread the task over several periods, carry out the task in the morning instead of the afternoon, allow for extra breaks)[4]

Adaptations must not affect the difficulty of the tasks to be carried out, the requirements or the evaluation criteria of the competencies targeted.

These students are assessed using the same evaluation tools as their peers.

The I.E.P. with modified level of instruction

- **The student must have an I.E.P. indicating the level of instruction**
- Modified levels of instruction have learning outcomes that are different from the prescribed curriculum in a given grade level. *Contrary to popular belief, the student does NOT have to be two years behind (As soon as the expectations are lower than the ones applied to the student's peers, it can be justified to place the student on a modified level of instruction)*
- A personalized program (with respect to the QEP) is selected to meet the student's needs: **The difficulties of the tasks to be carried out, the requirements or the evaluation criteria of the competencies targeted are modified or altered**

The evaluation of students on a modified level of instruction:

- The modified level of instruction is indicated by a distinct course code entered in GPI
- Students still obtain percentages, but are exempted from group or subject averages
- It must be clear to parents that the progress reported in a 'modified' subject does not reflect the progress in the regular program. At the secondary level, the student will not obtain credits for the subject in question, even if one of the competencies was modified[5]

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[1] Quebec. Ministry of Education. *Differentiated Evaluation: Questions and Answers, Main References in Ministerial Frameworks.* Ministry of Education, 2007. Print, 6.

[2] Quebec. Ministry of Education. *Information Document: Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students.* Ministry of Education, 2015. Print, 3.

[3] Ibid., 6.

[4] Quebec. Ministry of Education. *Differentiated Evaluation*, 4.

[5] Quebec. Ministry of Education. *Information Document*, 6.

REFERRAL to IN-SCHOOL PROFESSIONALS PROCEDURES

1. **Teacher** - after consulting the student's confidential file, completes and submits to the principal the ***REQUEST FOR STUDENT IDENTIFICATION/SERVICING*** form (Annex 2) to request services. This process is outlined in 8-9.06, 8-9.07, 8-9.08 of the provincial collective agreement.

   1.1. Principal presents the request to the SLSNC. The accelerated path established by the SLSNC may be used for urgent cases.
   1.2. The principal (or delegate) discusses the potential referral with the in-school professional(s) concerned to validate the appropriateness of the referral.

2. Once the T.I.I.P has been completed and implemented for the appropriate time duration, if support is still required, the school team can seek the support of a relevant In School Professional. For this to occur, the following process must be adhered to:

•1) Teacher completes **T.I.I.P** and submits to principal.

↓

•2) **Meeting** of school team **(including relevant in school professionals)** is called to discuss referral i.e. case conference/ IDT meeting/ Ad-hoc (NOT SLSNC).

↓

•3) Teacher completes **Request for Professional Services** form, if intervention is deemed necessary and submits to admin (as per Step 2).

↓

• 4) Student is placed on **centralized wait list** by school admin (assisted by professional)

↓

•5) **Once signed by Professional**, Parent(s)/Guardian(s) asked to sign **consent forms**.

3. The principal will inform the SLSNC of the student(s) that have been recommended for professional servicing and/or placed on the centralized waiting list.

4. The principal regularly liaises with in-school professionals to ensure the centralized waitlist is updated and used to prioritize referrals.

5. Once a formal evaluation is completed, in-school professionals meet with the parents/student/teachers to share their findings, send the relevant documentation (i.e. reports, consent forms, referral forms) to the principal and to Pedagogical Services.)

6. **Students aged 14 and over:**

   6.1. Students can make direct requests to in-school professionals.
   6.2. For more than one consultation, they may need to sign a Student Consent Form.
   6.3. Should the consultation result in a need for an assessment, the in-school professional informs the principal.

REFERRAL TO GUIDANCE:

1. Referrals to Guidance can be made directly to the Guidance Counsellor, i.e. referral to administration or SLSNC first is not necessary.

2. Referrals to Guidance can come from administration, teaching staff, support staff, parents, or the student themselves.

3. A referral form is not always necessary, but the following information will need to be furnished by the person referring the student

   3.1. Name of student, reason for referral, any known background or contextual information related to the referral, steps taken (if any) by the referring person to address the presenting problem, direct observations of behavior of concern, any previous contact with parents, outside agencies (e.g.: DYP), or school staff in relation to the presenting problem.

4. Once the appropriateness of the referral is determined, Guidance Counsellors require the student's consent to participate in counselling.

   4.1. For students under 14, parental consent is also necessary.

5. Once assessment and/or follow-up of the student is completed, Guidance Counsellors communicate findings or recommendations with parents, administration, or staff members ONLY with the student or parent's consent.

FORMS NEEDED TO REFER:

- **Request for Student Identification / Servicing Form (Annex 2)**
- **Request for Professional Services form**
- **Parental & Student Consent Forms (Annexes # 4)**

Student Support forms for SLSNC (Formally ~~QAV~~)

GENERAL INFORMATION

- A student can be submitted for or maintained for coding if **all three** of the following elements are present:
  1. There is an evaluation, diagnosis or a professional conclusion by qualified personnel
     - A diagnosis by itself is **NOT** enough to apply for a handicap code nor does it guarantee a code (other two conditions must also be met)
     - If an already coded student presents with symptoms of a more severe handicap code, he/she can only be submitted if there is a professional report with a clear diagnosis (new diagnosis)

  2. The disabilities and limitations are being experienced on an academic level
     - The student must currently be experiencing significant limitations and disabilities on an academic level **related to their diagnosis/declared code**
     - **Social difficulties** (e.g., difficulties with peers in the school yard) **alone are not sufficient for coding,** there must be an impact on academic learning

  3. The student is receiving regular direct supportive measures

     - Students are receiving direct regular support inside or out of the class

     - **Does not include:**
       - In-school professional assessment, observation, consultation, or paperwork **(<u>cannot be counted as they</u> <u>are not considered continuous services regularly given to the student)</u>**
       - Flexible pedagogy/support by the student's regular teacher(s)

     - **Can include:**
       - Any services **directly** provided to the student by: remedial teacher, psychologist (i.e., therapy), interpreter-technician, supervisor, special education technician, speech-language pathologist (i.e., therapy), psycho-educator, attendant
       - Number of hours must meet what is required by the declared code

- **Three possible scenarios:**
  1. Student presently meets all three criteria for coding → can be submitted or code remains in place
  2. Student does not meet any one of the three criteria required → cannot be submitted
  3. Student once met criteria for and received a code, but no longer meets any one of the three criteria → student's code could be removed

THREE LEVEL PROCESS OF IDENTIFYING STUDENTS FOR HANDICAP CODES

1. CASE VERIFICATION

- Submission of new cases by relevant in-school professionals with school team

- **Potential Codes**
  - **i. Severe Behavioural Disorders (14)**
    - a. Majority of their behavior is of an antisocial, aggressive (verbal/physical) or destructive nature (i.e., 2+ current year, history of threats, harm to others, etc.). This behavior occurs in multiple settings (i.e., home and school)
    - b. Irresponsible behaviour: putting the physical safety of others in danger, damaging their surroundings, etc.
    - c. This behaviour is: very intense and frequent / occurs in different situations (i.e., in the classroom, at school, within the family), persistent (over several years) despite the sustained support provided
    - d. Results in repeated harm to others

    * If a parent of a student under the age of 14 or a student above the age of 14 refuses to consent to the administration of a behavioural questionnaire, we CANNOT apply for a code 14

  - **ii. Profound / Moderate to Severe Intellectual Disabilities (23 / 24)**
    - a. Important deficits and limitations in cognitive abilities and adaptive skills (i.e., daily living skills such as toileting, self-care, communication, etc.)

  - **iii. Mild Motor Impairments (33)**
    - a. Everyday activities are significantly and persistently limited by motor difficulties
      - Tourette's Disorder: if motor tasks are significantly / persistently impacted by tics
      - Developmental Coordination Disorder (Dyspraxia)

  - **iv. Organic (Medical) Impairments (33)**
    - a. Medical care is currently present in their weekly schedule (e.g., student leaves class daily for diabetes management)

  - **v. Language Disorder (34)**
    - a. Requires specific levels of impairment in expressive and receptive language
    - b. Requires diagnosis to be present following 6-months of therapeutic service

  - **vi. Social Communication Disorder (34)**
    - a. Deficits severely impact social communication (verbal and non-verbal), social interactions and academic success

vii. **Severe Motor Impairments (36)**
   a. **Major** and persistent restrictions in one's ability to engage in activities of daily living (e.g., hygiene, dressing, toileting, getting around at school, eating)
   b. Adapted equipment (e.g. desk, chair, wheelchair, etc.) is required

viii. **Pervasive Developmental Disorders (Autism Spectrum Disorder) (50)**
   a. Two situations can occur: Evaluation is complete with Diagnosis [50] or provisional ASD diagnosis or student is on a waitlist for evaluation [99(50)]
   b. Must link ASD symptoms to difficulties with functioning in school

ix. **Psychopathological disorders (53)**
   a. The primary area of concern is significant emotional problems (i.e., depression, anxiety disorders, etc.)
      - e.g., cries, not present for learning, must be removed from class regularly due to emotional distress

x. **Temporary code 99(X)**
   a. Awaiting assessment / diagnostic confirmation, where there is a hypothesis / preliminary diagnosis OR,
   b. The professional's confirmation of a diagnosis has been deferred (e.g., allowing time for growth)
   c. Can only submit this for the following: **codes 99 (23, 24, 36, 50, 53)**
   d. Sustained (10-hours/week) support and severe limitations are present
   e. Held for a maximum of 3 years
   f. A **particular and extremely rare disorder** is present (i.e., only a few cases in Canada). Code can be held for duration of schooling

xi. **Base Allocation only (98)**
   a. For 4-year-old students aged 18-21
   b. To alert MEQ that another code may be coming once the child is 5
   c. Can potentially be applied for:
      - Language difficulties that do not meet code 34 criteria
      - Mild Intellectual Disability
      - Code 14 → at the end of secondary school we can transfer a code 14 to a code 98 to extend schooling

2. FILE "VERIFICATION"

- Student support for reviewed internally by in-school professional(s) as cases arise.
- Assurance that all criteria is met prior to submission.

3. MEQ VERIFICATION **

- Not applicable as of 2023-2024

As indicated in the MEQ "Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties" **a child does not need a code to be receiving services in school when struggling.**

"Implementation of preventive measures or adapted educational services should not be based on the fact that a student belongs to a particular special needs category nor on the funding methods used by the MEQ, but on an evaluation of each student's needs and abilities."

"PARTNERS IN EDUCATION"

The Role of Attendants and Special Education Technicians on School Teams

This Guide Is a Collaborative Effort of:

The Sir Wilfrid Laurier School Board Complementary Services Team

The Sir Wilfrid Laurier Administrative Support Staff Union: SEPB-577

The Sir Wilfrid Laurier School Board Human Resources Department

and

Inspired by the New Frontiers Complementary Services Team & Support Staff Union: SEPB-NF-576

PARTNERS IN EDUCATION
The Role of Attendants and Special Education Technicians on School Teams

SUPPORT STAFF ARE PART OF THE SCHOOL TEAM

Special education technicians and attendants are part of the pedagogical team in the classroom, working towards student success. They play key supportive roles, collaborating with teachers to help students with special needs reach individual success. Teachers are responsible for program, evaluation, reporting to and communicating with parents, and behaviour management. In order for students to experience optimal success when they receive extra support in the classroom, teachers and support staff must work closely together as partners in the delivery of their educational program. Regular school team collaboration on interventions and strategies result in opportunities for individual learning and social growth for the most vulnerable of our students: those with special needs.

Attendants and special education technicians work as partners in the classroom, providing specific supports to identified or targeted students with special needs. Attendants supportstudents who have physical and significant developmental needs, who require a high level of individual support and/or physical monitoring to function in the classroom. They can also work with other students in the classroom when deemed necessary by the school team. However, attendants should step aside and help with the rest of the classroom when disciplinary measuresare warranted.

Special education technicians support students with a broader range of learning and behavioral needs, and play a more in-depth role in curriculum adaptation and modification, planning and implementing behaviour interventions, working with small groups, carrying out crisis intervention in keeping with a school plan, and actively collaborating with other staff across the school.

While the school administrator is the supervisor of all support staff assigned to the school, classroom and resource teachers play a daily role in guiding the strategies and needed interventions of other adults providing support in classrooms. This is accomplished through ongoing communication and a team approach, as well as clarity of roles and responsibilities. Also, participation in professional development activities are encouraged. Observations andinput from both attendants and special education technicians should be part of the planning process in setting up strategies and interventions.

THE ROLE OF ATTENDANTS

Attendants work closely with students, such as those who have a visual impairment or who use a wheelchair. They also work with students with significant developmental delays, such as children with autism or those with global delays and limited personal autonomy. They provide close physical supervision and need to provide ongoing individual prompting, monitoring, and assistance with engagement in classroom activities. They support safe behaviours, emerging social development, and basic communication. They may work either in regular classrooms, or ina more specialized setting, or at times designated locations within the school set up by theschool team for individual student needs.

THE ROLE OF SPECIAL EDUCATION TECHNICIANS

Special education technicians work with both individual students and groups of students, and play a broader role in the adaptation/modification of curriculum, providing learning assistance and exam support, and in the delivery of behaviour support. They carry out crisis intervention in keeping with a school plan. They also develop special materials, such as visuals, behaviour charts, organizational supports, etc. They work proactively with small groups on social skills, anger management, learning activities, etc. They may work in either regular classrooms, or in a more specialized setting, or across several locations in a school.

Special education technicians may have a role to play in collaborating with attendants: coordinating interventions, coaching and training, or providing special learning materials such as visual supports, social stories, etc. and supporting the implementation of strategies and behaviour interventions. They may also provide support to new or less experienced technicians.

SCHOOL TEAMS AND COLLABORATION

Clarity of roles and specific responsibilities of all members of the school team are important to effective collaboration. While a teacher's ultimate responsibility for all students in the class is clear, a sense of shared responsibility for the students in the school community among teachers, support staff, and other school personnel leads to effective partnering and support delivery for students with special needs. While attendants and special education technicians in their distinct roles provide critical support to many children with diverse learning, social, and developmental needs, *everyone's role* on the school team includes facilitating autonomous learning, promoting individual success, and recognizing the role of peers in a student's learning and personal development.

To help clarify the difference in attendant and special education technician roles, examples of differentiated tasks are provided in Table #1.

Table #1 - Examples of Tasks for Each Role

ATTENDANTS	SPECIAL EDUCATION TECHNICIANS
• May provide: physical assistance with toileting, mobility, feeding, personal hygiene; staying within physical boundaries; may administer medication (in keeping with the SWLSB guidelines).	• May administer medication, monitor and record medication as part of a team plan (in keeping with the SWLSB guidelines).
• May provide behaviour monitoring and intervention in keeping with the team plan for students with autonomy limitations or significant developmental delays: e.g. bolting, throwing objects, melt-downs, screaming, sexual boundaries, aggression, defiance, etc.	• May develop and implement behavior interventions or help carry out school-wide crisis interventions for students with psycho-social or developmental delays in keeping with the team plan: e.g. defiance, aggression, bolting, substance abuse, bullying, throwing objects, melt-downs, screaming, inappropriate sexual boundaries, etc. May collaborate with attendants on behavior interventions.
• May be called upon to be a scribe/reader as needed.	• May be called upon to be a scribe/reader as needed.
• May monitor and accompany students for transitions, cool down periods, individual time blocks as needed, use of separate individual materials, etc. in keeping with the team plan	• Same as attendant plus: may develop and implement transition strategies for students, develop or organize individual or alternate schedule or activities, select or make individual materials (e.g. Boardmaker), coach students for re-integration in keeping with the team plan, etc.
• May encourage attention and task engagement through verbal, physical, and gestural prompting, feedback, praise, use of reinforcers, etc. To avoid learned helplessness of students with high needs and to promote belonging and student autonomy, may provide incidental help to other students	• Same as attendant plus: may provide learning assistance to students in the classroom as needed, in a small group, or to individuals (see suggestion charts)
• May facilitate participation and learning through individual prompting and cueing (verbal, physical, and gestural cueing towards visuals), providing ongoing feedback and reinforcement, modeling, etc.	• Same as attendant plus: may provide support to several individuals, small groups, set up strategic interventions for attendants, may work in several different classrooms
• May help students use the provided visuals, social stories, charts or schedules, manipulatives, adapted/modified learning activities, or other special materials, as determined in the team plan.	• Same as attendant plus: in collaboration with teachers, may develop and implement adapted/modified learning activities, make visual supports, create social stories, charts and schedules for individuals and/or groups of students, etc.
• May encourage and facilitate peer interactions through prompting, redirection to peers, avoidance of hovering, etc. May work with a targeted student with a peer buddy or monitor student within a small group of peers during a short practice activity to encourage individual social growth and capitalize on peer models.	• Same as attendant plus: may facilitate small groups around learning activities, social skill development, anger management, peer mediation, anti-bullying, etc. May develop social skill support materials, coach attendants on facilitating peer interactions, work as part of the school team monitoring and supporting pro-social development, etc.
• As part of the school team, may record observations, carry out daily routine home-school communications under the direction of the teacher(s), share input on the student's progress with the school team	• Same as attendant plus: as part of the school team, may develop, implement, and discuss behaviour charting or student tracking systems, recording of systematic observations, home-school communication tools, etc.

THINKING ON YOUR FEET

In any school or classroom, there are unexpected events, changes in plans, and short periods of time when all students are occupied without the need for direct assistance from the support staff present in the room. While attendants and special education technicians have expected tasks and interventions, there will also be times when support staff and teachers may find ways to work collaboratively and flexibly, and respond on the spot in order for resources to be optimized and for support staff to feel fully engaged and valued as members of the school team. Tables # 2 and #3 provide some suggestions on how support staff can work within classrooms to support students and teachers and avoid hovering over individual students.

Table # 2 - Collaborative Strategies for Teachers, Attendants and Special Education Technicians

If the Teacher is Doing This:	An Attendant Can Be Doing This:	A Special Education Technician Can Be Doing This:
Lecturing	Model note taking on smart board, draw ideas on whiteboard, provide graphic organizers, modify follow-up worksheets, etc.	Model note taking on smart board, draw ideas on whiteboard, provide graphic organizers, modify follow-up worksheets, etc.
Taking attendance	Collect and organize homework.	Collect and organize homework.
Giving directions	Write the directions on board as a visual support, summarize key steps on post-its, highlight key words on worksheets, make a checklist for students, after teacher is finished do listening checks or repeat directions with scaled down language	Write the directions on board as a visualsupport , summarize key steps on post-its, highlight key words on worksheets, make a checklist for students, after teacher is finished do listening checks or repeat directions with scaled down language
Providing large group instruction	Collect data/observations on student behaviour and circulate silently to provide gestural prompts and monitor student use of materials	Collect data/observations on student behaviour and adapt materials for an upcoming activity, circulate silently to provide gestural prompts and monitor student use of materials
Giving a test	Read or scribe the test for targeted students, supervise small group who need a quiet space or extended time	Read or scribe the test for targeted students, supervise small group who need a quiet space or extended time
Facilitating stations or small groups	Circulate and provide ongoing assistance to students struggling with their work	Also facilitate stations or small groups
Sustained silent reading	Read with a small group	Read with a small group
Helping students with individual writing or correction of work at central station	Circulate and provide ongoing assistance to struggling students with their work, prompt the student with special needs to also go for teacher conference time.	Circulate and provide ongoing assistance to struggling students with their work, prompt the student with special needs to also go forteacher conference time. Collaborate so technician and teacher have two (2) conference/correcting stations.
Teacher is monitoring class and students are working independently and quietly	Use a few minutes of quiet class time, or other available prep period, to communicate with teacher on previewing of upcoming material.	Use a few minutes of quiet class time, or other available prep period, to collaborate with teacher on previewing of upcoming material.

Table # 3 - How Attendants Can Play a Natural, Class-Wide Role While Monitoring and Assisting Targeted Students

If Students are Doing This	An Attendant Can Be Doing This
Student can do a short task independently	Monitor from a distance while circulating and providing quick, incidental help to others in the class
Student is sitting in a large group, listening to teacher reading or talking	Avoid sitting in the student group on floor and organize student materials at a near-by table, back away from a student's desk unless help is needed, work out a signal with teacher on when to intervene or remove child so initial redirection comes from teacher
Student is part of a small group playing a game or doing group activity	Act as an adult coach in the group: comment on the game/activity to all group members, prompt peers on how to include or help the targeted student, avoid giving adult cues to only one child
Young student is getting dressed for recess	Allow child extra time to get dressed and provide only partial help (e.g. insert zipper but child must pull up). Mingle with all children in corridor, and act as a supervising adult for "zipper and snow pants" assistance.
Student has trouble organizing materials or following class routines	Rather than bombarding with individual verbal prompts, cue the child to visual schedules if provided, embed verbal prompts to a targeted student in prompts to other near-by students who seem lost, work out with teacher if student can have a peer helper or simplified routines
Student is waiting to see teacher or hand in work	Monitor student but circulate and attend to others who are finishing up or getting organized
Peers tattle on student with special needs, e.g. using bad words or taking materials	Sensitize and coach peers on how to respond to student's behaviour, engage peers in supporting "friendly reminders," consult with teacher about having a class sensitization activity

HOW THE SCHOOL TEAM CAN AVOID LEARNED HELPLESSNESS

There is much research on the impediments of constant one-to-one help in the classroom from support staff for students with special needs (Reference: Michael Giangreco). Drawbacks include diminished teacher instruction, interference with and decrease in peer interactions, and increased dependency on adults, to name only a few. At the same time, a number of students with high needs require ongoing and frequent individual assistance due to physical needs or significant developmental delays. How can a school team avoid the learned helplessness and increased behavior problems which come with too much hovering and shadowingin one-to-one support situations, yet provide effective individualized support?

It is helpful to remember the long-term goal of helping each student become an independent learner and interdependent member of the community. Providing optimal individual support involves ongoing teamwork between teacher and attendant in the classroom, balancing individual adult help with monitoring from a distance, and facilitating students' interactions with peers. A student's day should not consist of constant one-to-one adult "tutoring" or prompting, an adult "velcroed" to the student's side in the classroom, or the absence of the teacher as the lead pedagogue in the student's daily learning. Table #4 provides some examples of how attendants and technicians can avoid the problems of learned helplessness and some of the acting-out or attention-seeking behaviorswhich can develop when providingextensive one-to-one help.

Table # 4 - How Support Staff Can Avoid Pitfalls Associated with One-to-One Support

If Students are Doing This	An Attendant/Technician Can Be Doing This
Student seeks constant attention from an adult	Ensure that individual help is provided intermittently and only as needed: avoid constant sitting beside the child, encourage the child to ask the teacher or a peer for help when appropriate, act as a general helping hand in the class whenever possible and interact naturally with all students so child does not become possessive, stand or sit behind a student when helping so he focuses on the work task , provide intensive help in short bouts
Student clings ("velcroed")to attendant/special education technician	Refrain from lap sitting, hand holding (unless needed for safety in transitions), and hugging. Physically move away from student whenever possible and monitor from a distance. Direct targeted student to check directions or show work to the teacher
Student does not orient to peers or seek peer interactions	Encourage child to initiate interaction with a peer by providing a script: Can I play too? May I borrow your glue? Where does this go? Work out with teacher how child can distribute class materials, show something or re-read to several peers while you monitor. Be careful about inhibiting interaction opportunities by too much adult hovering
Student does not know how to do a paper and pencil task and needs adult help	Encourage student to check with peer, discuss with team the value of imperfect but independently completed work over adult assisted perfection, provide help and then fade: begin task with student, prompt the student to do a step or two and walk away to help others, return to help after a few steps are done by student
Student waits for adult help, won't initiate work task without adult prompting	Increase wait time to 5-10 seconds after giving a verbal prompt, indicate you'll help after student completes initial step, set out materials or highlight starting point on a paper and back away, praise efforts for starting
Student balks at work or resists task	Ignore non-compliance and make encouraging comments, distract through novelty by posing a question, making amusing comments or offering a choice of writing tools, comment on what peers are doing
Not following simple teacher directives, e.g. a direction to line up	Signal the student to stop and listen to teacher. Provide indirect cues: comment positively on 1 or 2 peers who are lining up, ask the student who he wants to stand behind, lead a young child by the hand silently to the line then comment on how he followed the teacher direction, signal to the teacher to repeat the direction individually
If a student is refusing to come inside	Ensure that the student is safe and stay with him or her. Call for back-up if necessary
If a child requires help to go to the bathroom or to get his/her diaper changed (toileting assistance)	Wear gloves at all times and wash your hands
If a student is having a major meltdown	Stay calm and secure the environment by removing dangerous objects in close proximity
If a student has a medical condition	Learn as much as possible before you are called upon and emergency Know about the condition; required medications and possible consequences

COMMUNICATION WITH PARENTS

Teachers are responsible for evaluation, reporting and communicating with parents on a student's progress. However, many students with special needs use a home-school communication book or have daily notes in the agenda about routine events or behaviour charts. These regular home-school communications are important to parents of children who have limited language skills and can't share what happened at school, tell how they feel, or explain some special event. Parents of students with special needs rely on these individual messages for basic information on their child's day.

These home-school communications should only be carried out as part of a team plan, using an agreed upon format. This team approach sets up objective and professional communication with a strategic goal, and avoids potentially awkward situations for support staff or inappropriate expectations or negative reactions from parents. It also clarifies the teacher's role as lead pedagogue and helps attendants and technicians maintain a professional distance in situations where they may be viewed by anxious parents as the prime educator in their child's day.

The following suggestions help establish appropriate boundaries for home-school communication by support staff and can enhance the connection between home and school:

- In the event that one meets with parents in the community outside the school, always avoid discussing matters pertaining to the child and/or children of the school.
- The school team should collaborate on how home-school communication will be carried out and by whom: e.g. notes in agenda, individual booklet for daily routine communication, or, in keeping with a team plan, a system or checklist for recording behaviors or progress on specific goals.
- Support staff should bring parent comments or questions, other than simple inquiries about routines, to a teacher's attention for the team to discuss. Complaints should immediately be shown to a teacher.
- Keep the format short and simple: use pre-formatted booklets or pages with simple headings for routine home-school communications.
- Be careful of confidentiality, and avoid referring to other students.
- Teachers should periodically read and write comments in daily home-school communication books. It can be helpful for teachers to initial an agenda or booklet daily or on a regular basis.
- Rather than rushing in the last busy 10 minutes to jot down a few words, try to write comments or complete charts throughout the day
- When there are concerns about home-school communications, photocopy and date the pages to ensure accurate record keeping for future reference.

PARTNERS IN EDUCATION

Attendants, special education technicians, and teachers are partners in the education of students with special needs. Support in the classroom from attendants and special education technicians is highly valued by teachers and recognized as one of the keys to individual success for students facing challenges in their learning and social development.

Collaborating in the classroom and working as a team is the most effective way to provide a student with *a balanced day* of individual help and opportunities for independent engagement in learning activities. Making a difference in a student's school experience is best accomplished by becoming part of a learning community, both as aneducator in a support role and as a life-long learner.

Special thanks to the New Frontiers School Board Complementary Services Team and Support Staff Union: SEPB NF 576 for permitting us to be inspired and use their document for our needs.

COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

Guideline on the Role and Responsibilities of Special Education Technician on School Team

The purpose of this document is to clarify the role of the Special Education Technician within our school teams. It is important to keep in mind, the classification is the same for elementary and high schools, as well as for the Diversified Pathway settings, WOTP programs and for school-wide positions (formerly referred to as behaviour technician).

Characteristic Functions of the Special Education Technician:

- Work under the supervision of the school administration and in conjunction with the multidisciplinary team.
- Work with both individual students and groups of students; work proactively with small groups on social skills, anger management, learning activities, etc. They may work in regular classrooms, specialized settings, or across several locations in a school.
- Play a broader role in the adaptation of curriculum/modification of instruction levels, provide learning assistance and exam support.
- Participate in the development and implementation of the IEP: select appropriate strategies and accommodations, apply these measures, asses if the objectives were attained, adjust the supports accordingly and participate in the evaluation of the IEP plan.
- Develop resource materials such as visuals, behaviour charts, organizational supports, etc.
- Carry out crisis intervention measures in keeping with the school plan; work with students reacting to their environment, counsel them, apply intervention techniques and coach them in their behaviour modification process.
- Provide resource information to students exhibiting troubling behaviours or addictive behaviours; support and refer students to the appropriate resources/services.
- May have a role to play in collaborating with attendants; coordinating interventions, coaching and training, or providing special learning materials such as visual supports, social stories, etc. They may also provide support to new or less experienced technicians.

Over the years, many questions have been raised regarding the limits of the role of the special education technician. It is important to keep in mind, their role is defined by the classification plan applicable to our support staff; however, some responsibilities arealso detailed in the Education Act and the SWL Delegation of Power and cannot be delegated.

As such, a technician cannot suspend a student. As per the Education Act:

‘***’96.27*** *– The principal may suspend a student if, in the principal’s opinion, such a disciplinary sanction is necessary to put an end to acts of bullying or violence or to compel the student to comply with school’s rules of conduct.*

The Principal shall inform the student’s parents of the reasons for the suspension and of the assistance, remedial and reintegration measures imposed on the student. (…)

A technician’s work is to help and support the student in the modification of inappropriate/troubling behaviour, in a constructive and restorative manner, not punitively. As such, they should not apply sanctions or discipline.

Concerning drug searches, the school board’s vision of the role of a special education technician is to provide support, counsel and guidance to the students. Involving them in these situations may affect the trust between the student and technician, possibly reducing the chances of a successful intervention. A technician may be asked to participate as a witness.

The basic requirement for a Special Education Technician position is to have completed a 3-year DEC in Special Care Counselling.

Annexes

ANNEX 1

COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

Date: _____

Memo to: All Teachers
Principal

From: School Level Special Need Committee Chair

NOTICE OF MEETING

A regular meeting of the School Level Special Needs Committee will be held on:

_____	_____	_____	at	_____	in	_____
(WEEKDAY)	(MONTH & DATE)	(YEAR)		(TIME)		(PLACE)

If there are any requests that you wish to submit for review, please contact the Chair by:

_____.
(DATE)

AGENDA

1. Approval of Agenda
2. Approval of minutes of _____ .
3. Business Arising
4. Correspondence
5. New Business:
   a) ***New requests for Support Services** (Clause 8-9.06 Provincial Agreement)
   b) **New requests for Ad Hoc meeting** (Clause 8-9.08 Provincial Agreement)
   c) **Distribution/Redistribution of the School's Attendant and Special Education Technician Hours** (according to needs/requests)
6. Other Business
7. Adjournment

* Teachers may attend portions of SLSNC meetings to present their requests.

COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

ANNEX 2

REQUEST FOR STUDENT IDENTIFICATION / SERVICING

Date: _____

From: _____ **Teacher**

To: _____ **Principal**

Referral: _____ **Student's Name**

School: _____

☐ **REQUEST FOR INFORMATION:** Please **provide** me with any **information available** regarding any of my students with handicaps, social maladjustments or learning disabilities in accordance with clause 8-9.09b of the Provincial Agreement.

☐ **REQUEST FOR SERVICES:** With respect to my obligation in clause 8-9.06 of the Provincial Agreement, I am informing you that, in my opinion, the above-mentioned student demonstrates:
(Attach TIIP form)
_____
_____

- I would like my **request** to be discussed at the *School Level Special Needs Committee* to determine and allocate **any additional support services** required.
- Support services requested: _____
  (Response expected within 10 working days according to clause 8-9.07 a).

☐ **REQUEST FOR AD HOC:** It is my opinion that without additional support, the success of this student may be compromised. I am **requesting** that you convene an **Ad Hoc committee** to ensure that the case is studied in accordance with clause 8-9.06**. (Attach TIIP form)**
(Committee set up within 15 working days of receiving the request according to clause 8-9.08 a).

Thank you for your attention in this matter.

_____
(Signature)

(MAKE SURE YOU KEEP A COPY OF YOUR REQUEST FOR YOUR FILES)

ANNEX 3

SAMPLE: Teacher-Initiated Instruction Plan (TIIP)

Student's Name:		School:	
		Grade:	
Teacher Completing Form:		Date:	
Confidential File: Y ☐ N ☐	If yes, did you read the recommendation? Y ☐ N ☐	Date read:	

Reason(s) for Request / Description of Problem(s):

_____

_____

_____

_____

Spoken to (check all that apply):

- ☐ Administration
- ☐ Remedial/Supporting Teacher
- ☐ Other Teacher(s)
- ☐ Parent(s)
- ☐ Other (Specify)

TIMELINE

(approximately one (1) month for pedagogy and 40 days for behaviour)

From:		To:	

Environment:

- ☐ Preferential seating
- ☐ Small group
- ☐ Other: _____

Assignments:

- ☐ Shortened assignments (not evaluations)
- ☐ Reduced pencil / paper tasks
- ☐ Scribe
- ☐ Reader
- ☐ Extended time
- ☐ Opportunity to respond orally
- ☐ Other: _____

Instruction:

- ☐ Simplified instructions
- ☐ Provide lesson notes ahead of time
- ☐ Reduce copying from board
- ☐ Oral tests
- ☐ Frequent / immediate feedback
- ☐ Recorded answers / dictated Information
- ☐ Audio materials

Support Services Requested:

- ☐ Remedial Support
- ☐ Speech & Language Pathologist
- ☐ Occupational Therapist
- ☐ Attendant Support
- ☐ Psychologist Assistance
- ☐ Social Worker
- ☐ Other: _____

Materials:

- ☐ Audio
- ☐ Highlighted text / materials
- ☐ Manipulatives
- ☐ Braille
- ☐ Calculator
- ☐ Learning tools (i.e.: graphic organizer)
- ☐ Keyboard modifications
- ☐ Assistive Technology
  Types of software: _____
- ☐ O.T. recommended equipment (weighted vest, fidget toy, etc.)
- ☐ Other: _____

Behaviour:

- ☐ Positive reinforcement
- ☐ Frequent breaks
- ☐ Clearly defined limits / expectations
- ☐ Quiet time
- ☐ Time-outs
- ☐ Behaviour intervention plan
- ☐ Other: _____

Continued on page 2 ⇨

Pedagogical Services Department
239, montée Lesage, Rosemère, Qc J7A 4Y9
☎ (450) 621-5600 🖷 (450) 965-4208

ANNEX 3

Student's Difficulties:	

Have you read the confidential file?	**YES** ☐	**NO** ☐

Student's Strengths:	

Reason for Referral:	

What teaching strategies have you tried?	

What services are you requesting?	**Psychology**	☐		**Occupational Therapy**	☐
	Speech & Language Pathology	☐		**Social Worker**	☐
	Speak to SLSNC	☐		**IDT Meeting**	☐
	Remedial (Ex.: ELA / Math)	☐		**Other:**	

Teacher's Signature: _

Date: _

Pedagogical Services Department
239, montée Lesage, Rosemère, Qc J7A 4Y9
☎ (450) 621-5600 🖷 (450) 965-4208

ANNEX 4

Guidance Counsellor – Sir Wilfrid Laurier School Board

Parental Consent Form (student under 14 years)

Dear Parents or Guardian,

Your child, _____ , has been referred by a staff member to the services of a Guidance Counsellor. The purpose of meeting with a Guidance Counsellor is to receive support in addressing challenges your child may be experiencing in different parts of his or her life: personal, academic, family, friendships, relationships, mental health, etc.

These challenges can be addressed through various means including, but not limited to, personal counselling, academic and vocational counselling, psychoeducation, provision of information and resources, as well as referrals to internal or external resources as appropriate (e.g., other SWLSB professionals, public health system).

By consulting with a Guidance Counsellor, your child has the right to professional secrecy, subject to the following. All the information shared between your child and the Guidance Counsellor will be made available to you should you request it. Such information will also be disclosed by the Guidance Counsellor if one of the following circumstances occurs:

1. Your child discloses information that suggests that there is an imminent risk of harm to himself or herself.
2. Your child discloses information that suggests that there is an imminent risk of harm to another individual.
3. Your child discloses that his or her security and/or development is or may be compromised, or that the security and/or development of another child is or may be compromised.
4. The law demands information regarding your child's life.

Furthermore, findings and recommendations pertinent to your child's integration and progress in school will be disclosed to school staff where such information is necessary for the discharge of their duties, in accordance with Section 62 of the *Act respecting access to documents held by public bodies and the protection of personal information* (chapter A-2.1). For example, this could be school staff members involved in the planning, supervising and dispensing of your child's educational program (e.g., multidisciplinary meetings, IEP meetings, placement decisions).

Signing below indicates that you are giving consent to your child's participation in the counselling services offered at the **Sir Wilfrid Laurier School Board** and that you agree that the information discussed between the Guidance Counsellor and your child may only be disclosed in accordance with the conditions herein and the applicable laws.

Kindly complete and sign the form below and return it to the Guidance Counsellor indicated below as soon as possible. If

you have any questions during the counselling process, please contact your child's Guidance Counsellor at any time.

Thank you for your cooperation.

Guidance Counsellor's name: _____

Guidance Counsellor's signature: _____

Date: _____

I hereby declare to be the holder of parental authority for the child identified below and I authorize the professional designated above to work with my child. I also agree that the information discussed between the Guidance Counsellor and my child may only be disclosed in accordance with the conditions herein and the applicable laws, notably to school staff members where such information is necessary for the discharge of their duties. This authorization is valide for 365 days.

* Please note that this authorization can be revoked at any time by way of a written note, dated and signed by one of the parents/guardians, addressed to the professional or to the school administrator.

Name of Student: _____ Date of Birth: YEAR | MONTH | DAY

Name of Parent/Guardian 1: _____

Signature of Parent/Guardian 1: _____ Telephone: ____ - ____ - _____

Name of Parent/Guardian 2: _____

Signature of Parent/Guardian 2: _____ Telephone: ____ - ____ - _____

ANNEXE 4

Conseiller d'orientation – Commission scolaire Sir-Wilfrid-Laurier

Consentement parental (enfant de moins de 14 ans)

Chers parents ou tuteur,

Votre enfant, _____ , a été dirigé vers un conseiller d'orientation par un membre du personnel. Une rencontre avec un conseiller d'orientation permettra à votre enfant de recevoir le soutien nécessaire pour surmonter les difficultés qu'il vit actuellement dans les différentes sphères de sa vie : vie personnelle et familiale, études, amis, relations, santé mentale, etc.

Il est possible d'aborder ces questions de diverses façons, y compris le counseling individuel, l'orientation scolaire et professionnelle et la psychoéducation. Il est également possible de fournir à votre enfant des renseignements et des ressources et de le diriger vers des ressources internes et externes pertinentes (par exemple, d'autres professionnels de la commission scolaire et le réseau de la santé).

Sachez que le conseiller d'orientation est tenu au secret professionnel, sous réserve des circonstances décrites ci-dessous. Si vous en faites la demande, toutefois, vous pourrez avoir accès à toutes les informations partagées entre votre enfant et le conseiller d'orientation. Ces informations seront aussi divulguées par le conseiller d'orientation advenant l'une ou l'autre des circonstances suivantes :

1. Votre enfant révèle des informations qui laissent présager un risque imminent de blessures pour lui-même.
2. Votre enfant révèle des informations qui laissent présager un risque imminent de blessures pour autrui.
3. Votre enfant nous révèle que sa sécurité ou son développement est compromis ou pourrait être compromis ou que la sécurité ou le développement d'un autre enfant est compromis ou pourrait être compromis.
4. Nous sommes légalement tenus de fournir des renseignements concernant la vie de votre enfant.

Par ailleurs, les conclusions et les recommandations concernant l'intégration et le progrès scolaires de votre enfant seront transmises aux membres du personnel de l'école lorsque ces informations sont nécessaires à l'exercice de leurs fonctions, conformément à l'article 62 de la *Loi sur l'accès aux documents des organismes publics et sur la protection des renseignements personnels* (chapitre A-2.1). À titre d'exemple, il pourrait s'agir de membres du personnel de l'école qui participent aux activités reliées à la préparation, à la supervision et à l'enseignement du programme pédagogique de votre enfant (ex. : rencontres multidisciplinaires, rencontres concernant le plan d'intervention, décisions concernant le classement de votre enfant).

En apposant votre signature ci-dessous, vous consentez à ce que votre enfant utilise les services d'orientation offerts par la **Commission scolaire Sir-Wilfrid-Laurier** et vous acceptez que les informations faisant l'objet de discussions entre le conseiller d'orientation et votre enfant soient uniquement divulguées selon les conditions décrites aux présentes et les lois qui s'appliquent.

Veuillez remplir et signer le formulaire ci-dessous et le retourner au conseiller d'orientation indiqué ci-dessous dans les plus brefs délais.

Si vous avez des questions au cours du processus de counseling, n'hésitez pas à contacter le conseiller d'orientation de votre enfant en tout temps.

Merci de votre collaboration.

Nom du conseiller d'orientation : _____

Signature du conseiller d'orientation : _____

Date: -

Par la présente, je déclare être titulaire de l'autorité parentale pour l'enfant indiqué ci-dessus et j'autorise le professionnel désigné ci-dessus à travailler avec mon enfant. Je comprends également que les informations faisant l'objet de discussions entre le conseiller d'orientation et mon enfant peuvent uniquement être divulguées selon les conditions décrites aux présenteset les lois qui s'appliquent, notamment à des membres du personnel de l'école lorsque ces informations sont nécessaires à l'exercice de leurs fonctions. Cette autorisation est valide pour une période de 365 jours.

* Veuillez noter que cette autorisation peut être révoquée en tout temps sur présentation d'une note écrite, datée et signée par l'un ou l'autre des parents et adressée au professionnel ou à la direction de l'école.

Nom de l'élève : _____ Date de naissance : ANNEE | MOIS | JOUR

Nom du parent/tuteur no 1 : _____

Signature du parent/tuteur no 1 : _____ Téléphone: ____ - ____ - _____

Nom du parent/tuteur no 2 : _____

Signature du parent/tuteur no 2 : _____ Téléphone: ____ - ____ - _____

ANNEX 4

Guidance Counsellor – Sir Wilfrid Laurier School Board

Parental Consent Form (student under 14 years)

Dear Parents or Guardian,

Your child, _____ , has requested the services of a Guidance Counsellor. The purpose of meeting with a Guidance Counsellor is to receive support in addressing challenges your child may be experiencing in different parts of his or her life: personal, academic, family, friendships, relationships, mental health, etc.

These challenges can be addressed through various means including, but not limited to, personal counselling, academic and vocational counselling, psychoeducation, provision of information and resources, as well as referrals to internal or external resources as appropriate (e.g., other SWLSB professionals, public health system).

By consulting with a Guidance Counsellor, your child has the right to professional secrecy, subject to the following. All the information shared between your child and the Guidance Counsellor will be made available to you should you request it. Such information will also be disclosed by the Guidance Counsellor if one of the following circumstances occurs:

1. Your child discloses information that suggests that there is an imminent risk of harm to himself or herself.
2. Your child discloses information that suggests that there is an imminent risk of harm to another individual.
3. Your child discloses that his or her security and/or development is or may be compromised, or that the security and/or development of another child is or may be compromised.
4. The law demands information regarding your child's life.

Signing below indicates that you are giving consent to your child's participation in the counselling services offered at the **Sir Wilfrid Laurier School Board** and that you agree that the information discussed between the Guidance Counsellor and your child may only be disclosed in accordance with the conditions herein and the applicable laws.

Kindly complete and sign the form below and return it to the Guidance Counsellor indicated below as soon as possible.

If you have any questions during the counselling process, please contact your child's Guidance Counsellor at any time.

Thank you for your cooperation,

Guidance Counsellor's name: _____

Guidance Counsellor's signature: _____

Date: _____

I hereby declare to be the holder of parental authority for the child identified below and I authorize the professional designated above to work with my child. I also agree that the information discussed between the Guidance Counsellor and my child may only be disclosed in accordance with the conditions herein and the applicable laws, notably to school staff members where such information is necessary for the discharge of their duties. This authorization is valide for 365 days.

* Please note that this authorization can be revoked at any time by way of a written note, dated and signed by one of the parents/guardians, addressed to the professional or to the school administrator.

Name of Student: _____ Date of Birth: YEAR | MONTH | DAY

Name of Parent/Guardian 1: _____

Signature of Parent/Guardian 1: _____ Telephone: ____ - ____ - ____

Name of Parent/Guardian 2: _____

Signature of Parent/Guardian 2: _____ Telephone: ____ - ____ - ____

ANNEXE 4

Conseiller d'orientation – Commission scolaire Sir-Wilfrid-Laurier

Consentement parental (enfant de moins de 14 ans)

Chers parents ou tuteur,

Votre enfant, _____ , a demandé de consulter les services d'un conseiller d'orientation. Une telle consultation permettra à votre enfant de recevoir le soutien nécessaire pour surmonter les difficultés qu'il vit actuellement dans les différentes sphères de sa vie : vie personnelle et familiale, études, amis, relations, santé mentale, etc.

Il est possible d'aborder ces questions de diverses façons, y compris le counseling individuel, l'orientation scolaire et professionnelle et la psychoéducation. Il est également possible de fournir à votre enfant des renseignements et des ressources et le diriger vers des ressources internes ou externes pertinentes (par exemple, d'autres professionnels de la commission scolaire et le réseau de la santé).

Sachez que le conseiller d'orientation est tenu au secret professionnel, sous réserve des circonstances décrites ci-dessous. Si vous en faites la demande, toutefois, vous pourrez avoir accès à toutes les informations partagées entre votre enfant et le conseiller d'orientation. Ces informations seront aussi divulguées par le conseiller d'orientation advenant l'une ou l'autre des circonstances suivantes :

1. Votre enfant révèle des informations qui laissent présager un risque imminent de blessures pour lui-même.
2. Votre enfant révèle des informations qui laissent présager un risque imminent de blessures pour autrui.
3. Votre enfant nous révèle que sa sécurité ou son développement est compromis ou pourrait être compromis ou que la sécurité ou le développement d'un autre enfant est compromis ou pourrait être compromis.
4. Nous sommes légalement tenus de fournir des renseignements concernant la vie de votre enfant.

En apposant votre signature ci-dessous, vous consentez à ce que votre enfant utilise les services d'orientation offerts par la **Commission scolaire Sir-Wilfrid-Laurier** et vous acceptez que les informations faisant l'objet de discussions entre le conseiller d'orientation et votre enfant soient uniquement divulguées selon les conditions décrites aux présentes et les lois qui s'appliquent.

Veuillez remplir et signer le formulaire ci-dessous et le retourner au conseiller d'orientation indiqué ci-dessous dans les plus brefs délais.

Si vous avez des questions au cours du processus de counseling, n'hésitez pas à contacter le conseiller d'orientation de votre enfant en tout temps.

Merci de votre collaboration.

Nom du conseiller d'orientation : _____

Signature du conseiller d'orientation : _____

Date: -

Par la présente, je déclare être titulaire de l'autorité parentale pour l'enfant indiqué ci-dessus et j'autorise le professionnel désigné ci-dessus à travailler avec mon enfant. Je comprends également que les informations faisant l'objet de discussions entre le conseiller d'orientation et mon enfant peuvent uniquement être divulguées selon les conditions décrites aux présenteset les lois qui s'appliquent, notamment à des membres du personnel de l'école lorsque ces informations sont nécessaires à l'exercice de leurs fonctions. Cette autorisation est valide pour une période de 365 jours.

* Veuillez noter que cette autorisation peut être révoquée en tout temps sur présentation d'une note écrite, datée et signée par l'un ou l'autre des parents et adressée au professionnel ou à la direction de l'école..

Nom de l'élève : _____ Date de naissance : ANNEE | MOIS | JOUR

Nom du parent/tuteur no 1 : _____

Signature du parent/tuteur no 1 : _____ Téléphone: ____ - ____ - ____

Nom du parent/tuteur no 2 : _____

Signature du parent/tuteur no 2 : _____ Téléphone: ____ - ____ - ____

ANNEX 4

Guidance Counsellor – Sir Wilfrid Laurier School Board

Student Consent Form (14 years +)

Dear Student,

You, _____ , have been referred by a school staff member to the services of a Guidance Counsellor.

The purpose of meeting with a Guidance Counsellor is to receive support in addressing challenges you may be experiencing in different parts of your life: personal, academic, family, friendships, relationships, mental health, etc.

These challenges can be addressed through various means including, but not limited to, personal counselling, academic and vocational counselling, psychoeducation, provision of information and resources, as well as referrals to internal or external resources as appropriate (e.g.,, other SWLSB professionals, public health system).

This service is confidential. You have the right to professional secrecy, subject to the following. All information shared with the Guidance Counsellor cannot be shared without verbal or written consent on your part, with the exception of the following four circumstances:

1) You disclose information that suggests that there is an imminent risk of harm to yourself.
2) You disclose information that suggests that there is an imminent risk of harm to another individual.
3) You disclose that your security and/or your development is or may be compromised or that the security and/or development of another child is or may be compromised.
4) The law demands information regarding your file.

Furthermore, findings and recommendations pertinent to your integration and progress in school will be disclosed to school staff members where such information is necessary for the discharge of their duties, in accordance with Section 62 of the *Act respecting access to documents held by public bodies and the protection of personal information* (chapter A-2.1). For example, this could be the school staff members involved in the planning, supervising and dispensing of your educational program (e.g., multidisciplinary meetings, IEP meetings, placement decisions).

Signing below indicates that you consent to participate in the counselling services offered by the **Sir Wilfrid Laurier School Board** and that you agree that the information discussed with the Guidance Counsellor may only be disclosed in accordance with the conditions herein and the applicable laws, notably to school staff members where such information is necessary for the discharge of their duties.

Kindly complete and sign the form below and return it to the Guidance Counsellor indicated below as soon as possible.

If you have any questions during the counselling process, please contact your Guidance Counsellor at any time.

Thank you for your cooperation.

Student's signature (14 years +): _____ Date: .

Guidance Counsellor's name: _____ Date: .

Guidance Counsellor's signature: _____

ANNEXE 4

Conseiller d'orientation – Commission scolaire Sir-Wilfrid-Laurier

Consentement de l'élève (14 ans et plus)

Cher _____ ,

Tu as été dirigé vers un conseiller d'orientation par un membre du personnel de l'école.

Une rencontre avec un conseiller d'orientation te permettra de recevoir le soutien nécessaire pour surmonter les difficultés que tu vis actuellement dans les différentes sphères de ta vie : vie personnelle et familiale, études, amis relations, santé mentale, etc.

Il est possible d'aborder ces questions de diverses façons, y compris le counseling individuel, l'orientation scolaire et professionnelle et la psychoéducation. Il est également possible de te fournir des renseignements et des ressources et de te diriger vers des ressources internes et externes pertinentes (par exemple, d'autres professionnels de la commission scolaire et le réseau de la santé).

Ce service est confidentiel. Le conseiller d'orientation est tenu au secret professionnel, sous réserve des circonstances décrites ci-dessous. Toutes les informations transmises au conseiller d'orientation ne pourront être divulguées sans ton consentement verbal ou écrit, sans dans les quatre circonstances suivantes :

1. Tu révèles des informations qui laissent présager un risque imminent de blessures pour toi-même.
2. Tu révèles des informations qui laissent présager un risque imminent de blessures pour autrui.
3. Tu nous révèles que ta sécurité ou ton développement est compromis ou pourrait être compromis ou que la sécurité ou le développement d'un autre enfant est compromis ou pourrait être compromis.
4. Nous sommes légalement tenus de fournir des renseignements concernant ton dossier.

Par ailleurs, les conclusions et les recommandations concernant ton intégration et ton progrès scolaire seront transmises aux membres du personnel de l'école lorsque ces informations sont nécessaires à l'exercice de leurs fonctions, conformément à l'article 62 de la *Loi sur l'accès aux documents des organismes publics et sur la protection des renseignements personnels* (chapitre A-2.1). À titre d'exemple, il pourrait s'agir de membres du personnel de l'école qui participent aux activités reliées à la préparation, à la supervision et à l'enseignement de ton programme pédagogique (ex. : rencontres multidisciplinaires, rencontres concernant le plan d'intervention, décisions concernant ton classement).

En apposant ta signature ci-dessous, tu consens à utiliser les services d'orientation offerts par la **Commission scolaire Sir-Wilfrid-Laurier** et tu acceptes que les informations faisant l'objet de discussions entre toi et le conseiller d'orientation soient uniquement divulguées selon les conditions décrites aux présentes et les lois qui s'appliquent, notamment à des membres du personnel de l'école lorsque ces informations sont nécessaires à l'exercice de leurs fonctions.

Nous te demandons de remplir et de signer le formulaire ci-dessous et de le retourner au conseiller d'orientation indiqué ci-dessous dans les plus brefs délais.

Si tu as des questions au cours du processus de counseling, n'hésite pas à contacter ton conseiller d'orientation en tout temps.

Merci de ta collaboration.

Signature de l'élève (14 ans et plus) : _____ Date: .

Nom du conseiller d'orientation : _____ Date: .

Signature du conseiller d'orientation : _____

ANNEX 4

Guidance Counsellor – Sir Wilfrid Laurier School Board

Student Consent Form (14 years +)

Dear Student,

You, _____ , have requested the services of a Guidance Counsellor.

The purpose of meeting with a Guidance Counsellor is to receive support in addressing challenges you may be experiencing in different parts of your life: personal, academic, family, friendships, relationships, mental health, etc.

These challenges can be addressed through various means including, but not limited to, personal counselling, academic and vocational counselling, psychoeducation, provision of information and resources, as well as referrals to internal or external resources as appropriate (e.g., other SWLSB professionals, public health system).

This service is confidential. You have the right to professional secrecy, subject to the following. All information shared with the Guidance Counsellor cannot be shared without verbal or written consent on your part, with the exception of the following four circumstances:

1) You disclose information that suggests that there is an imminent risk of harm to yourself.
2) You disclose information that suggests that there is an imminent risk of harm to another individual.
3) You disclose that your security and/or your development is or may be compromised or that the security and/or development of another child is or may be compromised.
4) The law demands information regarding your file.

As you are receiving guidance services within a school setting, you understand and agree that it is necessary for us to notify school administration when you are in Student Services.

Signing below indicates that you consent to participate in the counselling services offered by the **Sir Wilfrid Laurier School Board** and that you agree that the information discussed with the Guidance Counsellor may only be disclosed in accordance with the conditions herein and the applicable laws.

Kindly complete and sign the form below and return it to the Guidance Counsellor indicated below as soon as possible.

If you have any questions during the counselling process, please contact your Guidance Counsellor at any time.

Thank you for your cooperation.

Student's signature (14 years +): _____ Date: .

Guidance Counsellor's name: _____ Date: .

Guidance Counsellor's signature: _____

ANNEXE 4

Conseiller d'orientation – Commission scolaire Sir-Wilfrid Laurier

Consentement de l'élève (14 ans et plus)

Cher _____ ,

Tu as demandé de consulter un conseiller d'orientation.

Une telle consultation te permettra de recevoir le soutien nécessaire pour surmonter les difficultés que tu vis actuellement dans les différentes sphères de ta vie : vie personnelle et familiale, études, amis, relations, santé mentale, etc.

Il est possible d'aborder ces questions de diverses façons, y compris le counseling individuel, l'orientation scolaire et professionnelle et la psychoéducation. Il est également possible de vous fournir des renseignements et des ressources et de te diriger vers des ressources internes ou externes pertinentes (comme d'autres professionnels de la commission scolaire et le réseau de la santé).

Ce service est confidentiel. Le conseiller d'orientation est tenu au secret professionnel, sous réserve des circonstances ci-dessous. Toutes les informations transmises au conseiller d'orientation ne pourront être divulguées sans ton consentement verbal ou écrit, sauf dans les quatre circonstances suivantes :

1. Tu révèles des informations qui laissent présager un risque imminent de blessures pour toi-même.
2. Tu révèles des informations qui laissent présager un risque imminent de blessures pour autrui.
3. Tu nous révèles que ta sécurité ou ton développement est compromis ou pourrait être compromis ou que la sécurité ou le développement d'un autre enfant est compromis ou pourrait être compromis.
4. Nous sommes légalement tenus de fournir des renseignements concernant ton dossier.

Puisque tu utilises les services d'orientation de ton école, tu comprendras qu'il nous est nécessaire d'aviser la direction de l'école lorsque tu es dans les locaux des Services aux élèves. Tu nous donnes donc ton consentement à cette fin.

En apposant ta signature ci-dessous, tu consens à utiliser les services d'orientation offerts par la **Commission scolaire Sir-Wilfrid-Laurier** et tu acceptes que les informations faisant l'objet de discussions entre toi et le conseiller d'orientation soient uniquement divulguées selon les conditions décrites aux présentes et les lois qui s'appliquent.

Nous te demandons de remplir et de signer le formulaire ci-dessous et de le retourner au conseiller d'orientation indiqué ci-dessous dans les plus brefs délais.

Si tu as des questions au cours du processus de counseling, n'hésite pas à contacter ton conseiller d'orientation en tout temps.

Merci de ta collaboration.

Signature de l'élève (14 ans et plus) : _____ Date: .

Nom du conseiller d'orientation : _____ Date: .

Signature du conseiller d'orientation : _____

ANNEX 4

Occupational Therapy – Sir Wilfrid Laurier School Board

Parental consent for professional consultation

Student's Name:				School:	
Date of Birth:	Day	Month	Year	Grade Level:	

Dear Parent or Guardian,

We would like to refer your child, as identified above, for observation and, if warranted, for an assessment completed by an Occupational Therapist from the Pedagogical Services Department of our school board. The purpose of this observation would be to obtain additional information concerning your child's learning, emotional and/or behavioural profile. The professional will consult the confidential file and discuss the needs with your child's teacher(s). Based on the information gathered, a decision will be made whether a full assessment is required. You will be contacted if an assessment is warranted.

Kindly complete and sign the form below and return it to the school principal's office as soon as possible.

Thank you for your cooperation.

Respectfully,

_____	_____
Principal's Signature	Date
_____	_____
Professional's Name	Professional's Signature

I hereby declare having parental authority for the student identified above and I authorize the professional from Pedagogical Services, as identified above, to consult with my child. This authorization will be valid for 365 days.

* Please note that this authorization can be revoked at any time by way of a written note, dated and signed by one of the parents/guardians, addressed to the professional or to the school administrator.

Name of Parent / Guardian 1: _____ Date: _____

Signature of Parent / Guardian 1: _____ Telephone: _____ - _____ - _

Name of Parent / Guardian 2: _____ Date: _____

Signature of Parent / Guardian 2: _____ Telephone: _____ - _____ - _

ANNEXE 4

Ergothérapie – Commission scolaire Sir-Wilfrid-Laurier

Consentement parental pour une consultation professionnelle

Nom de l'élève :				**École :**	
Date de naissance :	Jour	Mois	Année	**Année d'études :**	

Cher parent ou tuteur,

Nous aimerions diriger votre enfant, dont l'identité est indiquée ci-dessus, pour observation et, si cela s'avère nécessaire, pour une évaluation complète réalisée par un ergothérapeute des Services pédagogiques de notre commission scolaire. L'observation qui sera faite par ce professionnel servira à obtenir des renseignements additionnels concernant le profil de votre enfant sur le plan des apprentissages, des émotions et/ou du comportement. Le professionnel étudiera le dossier confidentiel de votre enfant et discutera de ses besoins avec ses enseignants. À la lumière des informations recueillies, nous serons en mesure de déterminer la nécessité d'une évaluation complète. Si tel est le cas, nous communiquerons avec vous.

Veuillez remplir et signer la partie ci-dessous et la retourner à la direction de l'école dans les plus brefs délais.

Nous vous remercions de votre collaboration.

Respectueusement,

Signature de la direction de l'école	Date
Nom du professionnel	Signature du professionnel

Par la présente, je déclare être titulaire de l'autorité parentale pour l'enfant indiqué ci-dessus et j'autorise le professionnel des Services pédagogiques désigné ci-dessus à intervenir auprès de mon enfant aux fins d'observation et d'évaluation. Cette autorisation est valide pour une période de 365 jours.

* Veuillez noter que cette autorisation peut être révoquée en tout temps sur présentation d'une note écrite, datée et signée par l'un ou l'autre des parents et adressée au professionnel ou à la direction de l'école.

Nom du parent / tuteur 1: _____ Date: _____

Signature du parent / tuteur 1: _____ Téléphone: _____ - _____ - _

Nom du parent / tuteur 2: _____ Date: _____

Signature du parent / tuteur 2: _____ Téléphone: _____ - _____ - _

ANNEX 4

Psychology – Sir Wilfrid Laurier School Board

Student consent for professional consultation (14 years +)

Student's Name :				School:	
Date of Birth:	Day	Month	Year	Grade Level:	

Dear Student,

You have been referred for a consultation by a professional from the Pedagogical Services Department of our school board.

You will be consulted by a:

☐	Psychologist	☐	Counsellor in Re-Education

The purpose of the consultation would be to assess, identify and/or intervene in your academic or personal needs. The professional will examine the confidential file and, with pertinent school staff, may engage in class observation, interact with you and administer individual tests in the field of his/her expertise. You will be informed of the professional's assessment and recommendations as required. This information will also be shared with relevant personnel at your school and the Sir Wilfrid Laurier School Board.

There are special circumstances under which information can be revealed outside of the Sir Wilfrid Laurier School Board without your written consent. The professional indicated below has the legal and ethical responsibility to report life-threatening behaviours, neglect and abuse to appropriate social or judicial services.

Kindly complete and sign the form below and return it to the school principal's office as soon as possible.

Thank you for your cooperation.

Respectfully,

Principal's Signature _____ Date _____

Professional's Name _____ Professional's Signature _____

I hereby authorize the professional from Pedagogical Services, as identified above, to work with me. This authorization will be valid for 365 days.

* Please note that this authorization may be revoked at any time by way of a written note, dated and signed by you and addressed to the professional or to the school administrator.

Signature of Student _____ Date _____

ANNEXE 4

Psychologie – Commission scolaire Sir-Wilfrid-Laurier

Consentement de l'élève (14 ans et plus) pour une consultation professionnelle

Nom de l'élève :				**École :**	
Date de naissance :	Jour	Mois	Année	**Année d'études :**	

Cher élève,

Tu as été dirigé vers un professionnel des Services pédagogiques de notre commission scolaire.

La consultation sera faite par :

☐	un psychologue	☐	un conseiller en rééducation

La consultation nous permettra d'évaluer ou de déterminer tes besoins personnels et scolaires et d'intervenir au besoin. Le professionnel étudiera ton dossier confidentiel et, avec l'aide du personnel concerné de l'école, pourra t'observer en classe, échanger avec toi et te faire passer des tests individuels dans son domaine d'expertise. Nous te communiquerons les résultats de ton évaluation ainsi que ses recommandations, s'il y a lieu. Ces informations seront aussi transmises aux membres concernés du personnel de ton école et de la Commission scolaire Sir-Wilfrid-Laurier.

Dans certaines circonstances particulières, il nous est permis de divulguer des renseignements à l'extérieur de la Commission scolaire Sir-Wilfrid-Laurier sans ton consentement écrit. Le professionnel désigné ci-dessous a la responsabilité juridique et éthique de signaler aux services sociaux et judiciaires appropriés des comportements mettant la vie en danger ou des actes de négligence ou de violence.

Nous te demandons de remplir et de signer la partie ci-dessous et de la retourner à la direction d'école dans les plus brefs délais.

Merci de ta collaboration.

Respectueusement,

Signature de la direction de l'école	Date
Nom du professionnel	Signature du professionnel

Par la présente, j'autorise le professionnel des Services pédagogiques désigné ci-dessus à travailler avec moi. Cette autorisation est valide pour une période de 365 jours.

* Cette autorisation peut être révoquée en tout temps sur présentation d'une note écrite datée et signée par toi et adressée au professionnel ou à la direction de l'école.

Signature de l'élève	Date

ANNEX 4

Psychology – Sir Wilfrid Laurier School Board

Parental consent for professional consultation

Student's Name:				School:	
Date of Birth:	Day	Month	Year	Grade Level:	

Dear Parent or Guardian,

We would like to refer your child, as identified above, for a consultation by a professional from the Pedagogical Services Department of our school board.

Your child will be consulted by a:

☐	Psychologist	☐	Counsellor in Re-Education

The purpose of the consultation would be to assess, identify and/or intervene in your child's academic or personal needs. The professional will examine the confidential file and, with pertinent school staff, may engage in class observation, interact with your child and administer individual tests in the field of his/her expertise. You will be informed of the professional's assessment and recommendations regarding your child as required. This information will also be shared with relevant personnel at your child's school and the Sir Wilfrid Laurier School Board.

There are special circumstances under which information can be revealed outside of the Sir Wilfrid Laurier School Board without your written consent. The professional indicated below has the legal and ethical responsibility to report life-threatening behaviours, neglect and abuse to appropriate social or judicial services.

Kindly complete and sign the form below and return it to the school principal's office as soon as possible.

Thank you for your cooperation.

Respectfully,

Principal's Signature	Date
Professional's Name	Professional's Signature

I hereby declare having parental authority for the student identified above and I authorize the professional from Pedagogical Services, as identified above, to consult with my child. This authorization will be valid for 365 days.

* Please note that this authorization can be revoked at any time by way of a written note, dated and signed by one of the parents/guardians and addressed to the professional or to the school administrator.

Name of Parent / Guardian 1: _____ Date: _____

Signature of Parent / Guardian 1: _____ Telephone: _____ - _____ - _____

Name of Parent / Guardian 2: _____ Date: _____

Signature of Parent / Guardian 2: _____ Telephone: _____ - _____ - _____

ANNEXE 4

Psychologie – Commission scolaire Sir-Wilfrid-Laurier

Consentement parental pour une consultation professionnelle

Nom de l'élève :				**École :**	
Date de naissance :	Jour	Mois	Année	**Année d'études :**	

Cher parent ou tuteur,

Nous aimerions diriger votre enfant, dont l'identité apparaît ci-dessous, vers un professionnel des Services pédagogiques de notre commission scolaire.

La consultation sera faite par :

☐	un psychologue	☐	un conseiller en rééducation

La consultation nous permettra d'évaluer ou de déterminer les besoins personnels et scolaires de votre enfant et d'intervenir au besoin. Le professionnel étudiera son dossier confidentiel et, avec l'aide du personnel concerné de l'école, pourra observer votre enfant en classe, échanger avec lui et lui faire passer des tests individuels dans son domaine d'expertise. Nous vous communiquerons les résultats de l'évaluation du professionnel ainsi que ses recommandations, s'il y a lieu. Ces informations seront aussi transmises aux membres concernés du personnel de l'école de votre enfant et de la Commission scolaire Sir-Wilfrid-Laurier.

Dans certaines circonstances particulières, il nous est permis de divulguer des renseignements à l'extérieur de la Commission scolaire Sir-Wilfrid-Laurier sans votre consentement écrit. Le professionnel désigné ci-dessus a la responsabilité juridique et éthique de signaler des comportements mettant la vie en danger ou des actes de négligence ou de violence aux services sociaux et judiciaires appropriés.

Veuillez remplir et signer la partie ci-dessous et la retourner à la direction de l'école dans les plus brefs délais.

Merci de votre collaboration.

Respectueusement,

Signature de la direction de l'école	Date
Nom du professionnel	Signature du professionnel

Par la présente, je déclare être titulaire de l'autorité parentale pour l'enfant indiqué ci-dessus et j'autorise mon enfant à consulter le professionnel des Services pédagogiques désigné ci-dessus. Cette autorisation est valide pour une période de 365 jours.

* Veuillez noter que cette autorisation peut être révoquée en tout temps sur présentation d'une note écrite, datée et signée par l'un ou l'autre des parents et adressée au professionnel ou à la direction de l'école.

Nom du parent / tuteur 1: _____ Date: _____

Signature du parent / tuteur 1: _____ Téléphone: _____ - _____ - _

Nom du parent / tuteur 2: _____ Date: _____

Signature du parent / tuteur 2: _____ Téléphone: _____ - _____ - _

ANNEX 4

Speech-Language Pathology – Sir Wilfrid Laurier School Board

Parental consent for professional consultation

Student's Name:				School:	
Date of Birth:	Day	Month	Year	Grade Level:	

Dear Parent or Guardian,

We would like to refer your child, as identified above, for an assessment and/or intervention to be completed by a Speech-Language Pathologist from the Pedagogical Services Department of our school board. The purpose of this consultation would be to obtain additional information concerning your child's speech and language profile. The professional will consult the confidential file and discuss the needs with your child's teacher(s). He or she may also engage in class observation, interact with your child and administer individual tests. Based on the information gathered, a decision will be made whether a full assessment and possible follow-up intervention is required. You will be informed of the speech-language pathologist's professional assessment and recommendations regarding your child as required.

Kindly complete and sign the form below and return it to the school principal's office as soon as possible.

Thank you for your cooperation.

Respectfully,

Principal's Signature	Date
Professional's Name	Professional's Signature

I hereby declare having parental authority for the student identified above and I authorize the professional from Pedagogical Services, as identified above, to consult with my child. This authorization will be valid for 365 days.

* Please note that this authorization can be revoked at any time by way of a written note, dated and signed by one of the parents/guardians and addressed to the professional or to the school administrator.

Name of Parent / Guardian 1: _____ Date: _____

Signature of Parent / Guardian 1: _____ Telephone: _____ - _____ - _

Name of Parent / Guardian 2: _____ Date: _____

Signature of Parent / Guardian 2: _____ Telephone: _____ - _____ - _

ANNEXE 4

Orthophonie – Commission scolaire Sir-Wilfrid-Laurierl

Consentement parental pour une consultation professionnelle

Nom de l'élève :				**École :**	
Date de naissance :	Jour	Mois	Année	**Année d'études :**	

Cher parent ou tuteur,

Nous aimerions diriger votre enfant, dont l'identité est indiquée ci-dessus, vers un orthophoniste des Services pédagogiques de notre commission scolaire pour une évaluation et une intervention, s'il y a lieu. L'évaluation ou l'intervention qui sera faite par ce professionnel nous servira à obtenir des renseignements additionnels concernant le profil de votre enfant sur le plan de la parole et du langage. Le professionnel étudiera le dossier confidentiel de votre enfant et discutera de ses besoins avec ses enseignants. Il se peut également que cette personne observe votre enfant en classe, échange avec lui et lui fasse passer des tests individuels. À la lumière des informations recueillies, nous serons en mesure de déterminer la nécessité d'une évaluation complète et d'un suivi de l'intervention. Nous vous communiquerons les résultats de l'évaluation de l'orthophoniste ainsi que ses recommandations, s'il y a lieu.

Veuillez remplir et signer la partie ci-dessous et la retourner à la direction de l'école dans les plus brefs délais.

Nous vous remercions de votre collaboration.

Respectueusement,

Signature de la direction de l'école	Date
Nom du professionnel	Signature du professionnel

Par la présente, je déclare être titulaire de l'autorité parentale pour l'enfant indiqué ci-dessus et j'autorise le professionnel des Services pédagogiques désigné ci-dessus à procéder à une évaluation de mon enfant et à une intervention, s'il y a lieu. Cette autorisation est valide pour une période de 365 jours.

* Veuillez noter que cette autorisation peut être révoquée en tout temps sur présentation d'une note écrite, datée et signée par l'un ou l'autre des parents, et adressée au professionnel ou à la direction de l'école.

Nom du parent / tuteur 1: _____ Date: _____

Signature du parent / tuteur 1: _____ Téléphone: _____ - _____ - _

Nom du parent / tuteur 2: _____ Date: _____

Signature du parent / tuteur 2: _____ Téléphone: _____ - _____ - _

ANNEX 5

COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

CONSENT FOR INFORMATION

CONCERNING:

Name of student:		**Date of birth:**			
			DAY	MONTH	YEAR
Address:					
E-mail address:		**Home Telephone:**			
Parent 1:		☐ **Telephone:**			
Parent 2:		☐ **Telephone:**			

I HEREBY AUTHORIZE RELEASE OF THE FOLLOWING INFORMATION:

☐	Academic Records	☐	Health Records	☐	Professional Reports

FROM:

	NAME	PROFESSION	INSTITUTION	TEL #	FAX #
1					
2					
3					
4					
5					
6					

TO:

Administrative Unit:	Pedagogical Services Department
Attention ☐	
Institution:	Sir Wilfrid Laurier School Board
Address:	239, montée Lesage Rosemère, Québec J7A 4Y9
Telephone: (450) 621-5600	**Fax:** (450) 965-4208

This authorization is valid for the current school year and can be revoked at any time.

Date

Signature of holder of parental authority or student aged 14 and over

(***Please make a copy of this form for your records***)

ANNEXE 5a

COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

CONSENTEMENT À LA COMMUNICATION DE RENSEIGNEMENTS

ÉLÈVE CONCERNÉ :

Nom de l'élève :		**Date de naissance :**			
			JOUR	MOIS	ANNÉE
Adresse :					
Adresse courriel :		**Téléphone (résidence) :**			
Parent nº 1 :		☐ **Téléphone :**			
Parent nº 2 :		☐ **Téléphone :**			

PAR LA PRÉSENTE, J'AUTORISE LA COMMUNICATION DES RENSEIGNEMENTS SUIVANTS :

☐	Dossiers scolaires	☐	Dossiers de santé	☐	Rapports professionnels

PROVENANT DE :

	NOM	PROFESSION	ÉTABLISSEMENT	TÉLÉPHONE	TÉLÉCOPIEUR
1					
2					
3					
4					
5					
6					

À L'ORGANISME SUIVANT :

Unité administrative :	Services pédagogiques	
À l'attention de ☐		
Établissement :	Commission scolaire Sir-Wilfrid-Laurier	
Adresse :	239, montée Lesage Rosemère (Québec) J7A 4Y9	
Téléphone : 450 621-5600		**Télécopieur :** 450 965-4208

Le présent consentement est valide pour l'année scolaire en cours et peut être retiré en tout temps.

Date

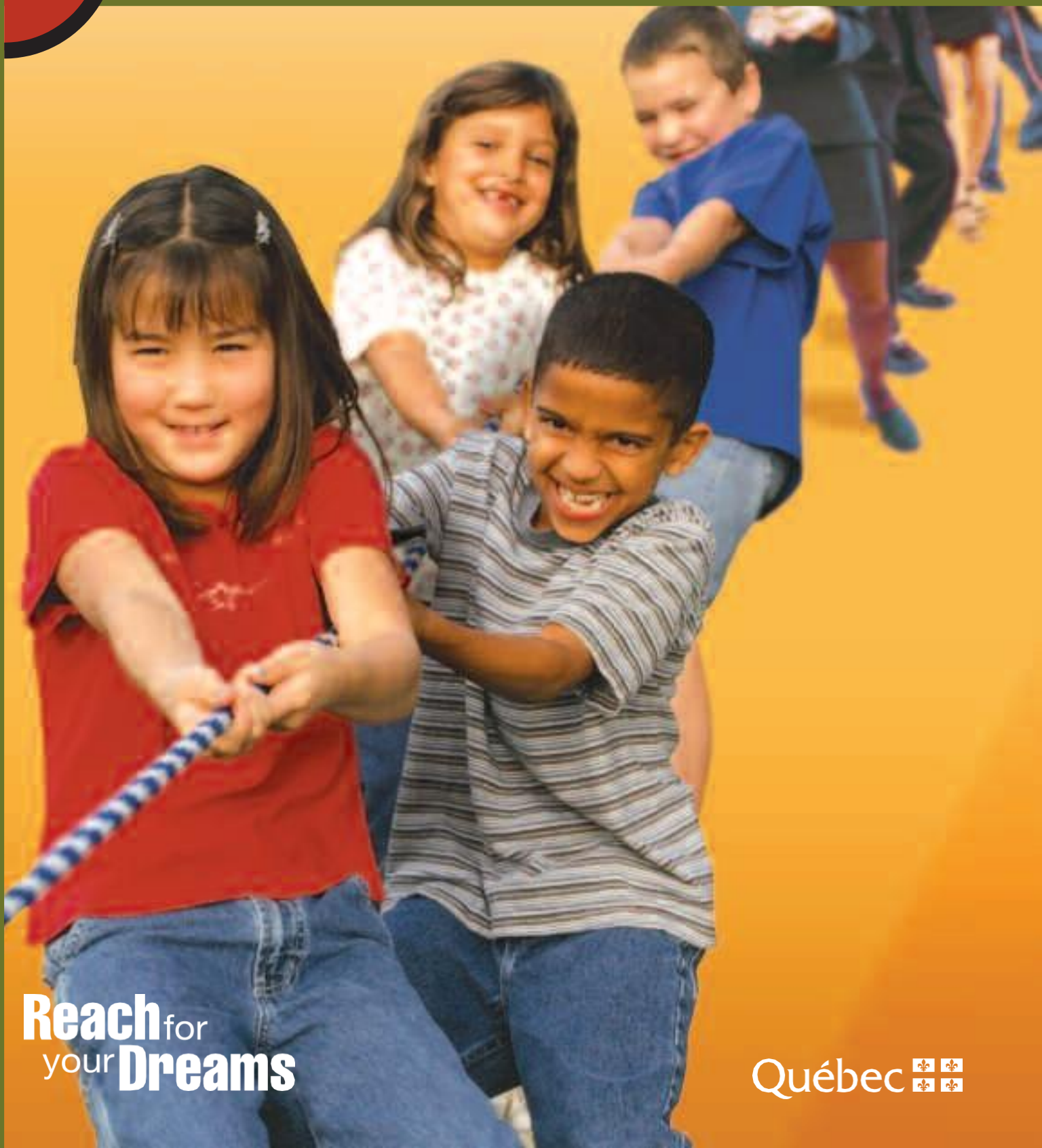
Signature du titulaire de l'autorité parentale
ou de l'élève âgé de 14 ans ou plus

(Veuillez faire une photocopie de ce formulaire pour vos dossiers.)

MEQ RESOURCE DOCUMENTS

Learning difficulties

Reference framework for intervention



Reach for your Dreams

Québec

Learning difficulties

Reference framework for intervention

Direction de l'adaptation scolaire et des services complémentaires (DASSC)
Denise Gosselin, director

Text
Lyse Lapointe, project coordinator, DASSC

Collaboration
Ghislaine Vézina, consultant

Special thanks

Denise Baillargeon, coordinator, experimentation in target schools,
Direction générale de la formation des jeunes

Ghislaine Brassard, principal,
Commission scolaire du Pays-des-Bleuets

Lina Fortin, resource teacher,
Commission scolaire de Montréal

Shirley Laberge, teacher,
Commission scolaire des Navigateurs

Caroline Laforce, remedial specialist,
Commission scolaire de la Rivière-du-Nord

Odile Lapointe, education consultant,
Commission scolaire de la Beauce-Etchemin

Jacinthe Leblanc, regional resource person,
Direction régionale de la Montérégie

Claire Le May, teacher,
Commission scolaire des Draveurs

Johanne Letendre, principal,
Commission scolaire de la Région-de-Sherbrooke

Monique Marchand, teacher,
Commission scolaire des Navigateurs

Diane Morisset, regional resource person,
Direction régionale de Montréal

Lisa Orsolini, regional resource person,
Direction régionale de Laval, des Laurentides et de Lanaudière

Liette Picard, special education coordinator,
DASSC

Sylvie Sarazin, remedial specialist,
Commission scolaire des Draveurs

Geneviève Pellerin, teacher,
Commission scolaire de Montréal

France St-Onge, project coordinator,
DASSC

Martine Tremblay, teacher,
Commission scolaire du Pays-des-Bleuets

Coordination
Yvon Rousseau, officer in charge, at-risk students,
DASSC

English version
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Services à la communauté anglophone
Ministère de l'Éducation

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DASSC

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Céline Michaud, coordinator, preschool program,
exemptions from enrollment age and child-care services,
Direction générale de la formation des jeunes

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Jocelyne Picard, project coordinator,
DASSC

Lise Saint-Laurent, vice-rector of undergraduate studies,
Université Laval, Faculté des sciences de l'éducation

Nicole Turgeon-Lecompte, coordinator, special education and
student services, Commission scolaire des Bois-Francs

Hélène Verville, psychologist responsible
for educational services issues,
Commission scolaire des Premières-Seigneuries

Gouvernement du Québec
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Introduction

Learning difficulties are of ongoing concern to the educational community. These difficulties experienced by some students constitute veritable challenges for the staff members who work with them, in particular for the teachers. They also call for a great deal of energy on the part of the parents.

This reference document is intended for all school staff members who are involved, directly or indirectly, in working with students with learning difficulties. It is designed for teachers, student services staff, counsellors, administrators and parents, and sheds new light on how best to provide assistance to students with learning difficulties and facilitate the search for effective intervention measures that meet their needs.

The first chapter presents a few facts and figures concerning students with learning difficulties. The context of the reform and the elements of this context that have a specific impact on the intervention measures used to help these students are also discussed. In addition, information is provided on the services and resources available to them.

The second chapter focuses on four orientations, which serve as a guide for interventions. These orientations form the backdrop for the intervention measures advocated for supporting children with learning difficulties.

The third chapter deals with support for these students, which is based on a fair evaluation of their situation, quality intervention measures and educational services that are organized with a view to achieving success for all students.

The fourth chapter presents the courses of action that should be taken in order to provide adequate support to students with learning difficulties. These courses of action apply to the preschool, elementary and secondary levels and target elements that are essential to effective intervention.

The fifth and last chapter outlines management practices that target student success. This chapter highlights the main elements required to gear management practices to the orientations of the reform.

Chapter 1

Background

Learning difficulties affect a significant number of students in a variety of areas of learning. While various authors and tenets associate the term learning difficulty with different realities, for the purposes of this document, learning difficulty refers to the problems a student may experience in his or her learning progression in terms of the outcomes of the Québec Education Program. Learning difficulties may be experienced by students who are at risk, disabled or have severe behavioural problems.

This method of envisaging learning difficulties is quite different from a definition of difficulties by category. It focuses more on students' needs, whereas the category-based approach, which is used for administrative purposes, is not designed to respond to the needs of each individual.

This chapter presents a few facts and figures concerning students with learning difficulties and discusses signs of learning difficulties and certain factors that can help explain them. In addition, it examines the impact of the reform on the organization of services offered to students with learning difficulties and on the intervention measures that must be implemented to help them. Lastly, a brief overview of the available services and resources is provided.

1.1 Learning difficulties: a few facts and figures

The data collected from school boards in 2000-2001put the proportion of at-risk students[1] with an individualized education plan at roughly 11%. A large majority of these students experience learning difficulties. However, these statistics do not take into account students with disabilities, many of whom have learning-related difficulties.

Other data show that a substantial proportion of students with learning difficulties repeat grades. This is especially true for the first year of both the elementary and secondary levels. Almost twice as many boys as girls repeat grades.

In addition, many students with learning difficulties never manage to obtain their Secondary School Diploma or Diploma of Vocational Studies. Many of them also end up dropping out of school.

1.2 Signs of learning difficulties

Learning difficulties sometimes originate in the school environment, but can also be present well before the child begins school. Although occasionally linked to some of the student's individual characteristics, theyare often the result of a process, which begins early in life, within the family, and continues at school. For example, a child who has received little stimulation in terms of writing will be more likely to encounter difficulties as he or she progresses through school.

Learning difficulties are manifested in terms of the competencies set out in the Québec Education Program. More specifically, they affect students' ability to read, communicate verbally or in writing, and use mathematics.

Learning difficulties generally arise in cases where students have problems using cognitive and metacognitive strategies and properly applying certain cross-curricular competencies. Furthermore, they frequently go hand in hand with certain deficiencies, especially as concerns attention and memory. They often entail motivation and self-esteem problems, and can either stem from or cause behavioural problems.

1. At-risk students are students who experience difficulties that may lead to failure, exhibit learning delays, have emotional disorders, have behavioural difficulties or disorders, have a developmental delay or a mild intellectual impairment. See Québec, Ministère de l'Éducation, *Students With Handicaps, Social Maladjustments or Learning Difficulties: Definitions*

(Québec: Gouvernement du Québec, 2000), p. 4.

1.3 Explanation and intervention

There are numerous factors that can explain learning difficulties. For some, these difficulties are biological in nature. For others, environmental factors (family, school, social background and cultural community) play a decisive role.

The ways in which learning difficulties are explained have an impact on the actions taken. For example, those who see learning difficulties as being biological in nature have a tendency to focus their interventions exclusively on the student, whereas those who attach more importance to the environment tend to address several elements simultaneously and emphasize prevention.

This document is written from an interactional viewpoint. Thus, learning difficulties are perceived as being the result of the interactions among the student's characteristics and those of his or her family, school and living environment.

This concept of learning difficulty results in a more systemic vision of intervention, and prompts us to take into account anything that constitutes a strength or represents an obstacle to learning. It also encourages us to ask questions about the student's personal characteristics, for example, "What is his learning profile?" "In which areas do her strengths lie—personal relationships? Science? The arts?"

This concept also calls for an analysis of what is being done in the school. "How is this student being supported in his learning progression?" "How is she being helped to make the most of her strengths?" "Is the school's organizational structure designed to meet her needs and ensure adequate intervention measures, or to comply with more prescriptive rules?"

Finally, this concept calls for an examination of family-related factors and the establishment of a dialogue with parents in order to correctly identify all possible means of helping students learn.

1.4 Education reform in Québec

During the 1990s, several studies and reports highlighted various problems in the school system, including the high number of students with adjustment or learning difficulties, an increase in the dropout rate, and an alarming proportion of illiterate adults. These observations called the school system into question and led to the current education reform.

In 1997, the policy statement entitled Québec Schools on Course[2] set the broad orientations of the current reform. This policy statement emphasized the importance of ensuring success for all students. It called for "a curriculum based on essential learnings,"[3] the diversification of educational options to meet the needs and interests of all students, and a more flexible organizational model for schools.

This meant that numerous changes had to be made to the Education Act, the Basic School Regulation, the curriculum and the Policy on Special Education, in order to apply the orientations set out in Québec Schools on Course to today's context.

1.4.1 Education Act

Several sections of the Act have been amended in order to fulfill the imperatives of the reform.[4] Some of these sections have a direct impact on the services offered to students with learning difficulties.

It should be noted that the Act underscores the need to enhance the qualifications of all students, in particular those with learning difficulties, by referring explicitly to the "qualifications" component of the school's mission. This mission, which is to impart knowledge to students, foster their social development and provide them with qualifications, must be pursued within the framework of an educational project and implemented by means of a success plan.

Greater powers have also been devolved to the deci-sion-making authorities. Several responsibilities that used to fall to the school boards have now been trans-ferred to the schools. Given their familiarity with the students they serve, schools are better equipped to adapt the services they offer to students' characteristics and needs.

2. Québec, Ministère de l'Éducation, *Québec Schools on Course*, educational policy statement (Québec: Gouvernement du Québec, 1997).

3. Québec, Ministère de l'Éducation, *Québec Education Program* (Québec: Gouvernement du Québec, 2001), p. 2.

4. See Appendix I.

Schools are also reaching out to the community through their governing board. Parents, students, school staff members and representatives of the community are encouraged to take part in defining, implementing and evaluating the educational project. Moreover, the governing board is responsible for adopting the educational project and approving the school's success plan.

The Act also refers to the obligation to establish an individualized education plan for disabled students and students with adjustment or learning difficulties. By encouraging parents, resource persons and the student to work together to better meet the student's needs, the individualized education plan is an excellent tool for the student's success.

Lastly, the Act contains provisions for the integration of such students into regular classes, unless it has been established that such a measure would not facilitate the student's learning or social integration or would impose an excessive constraint or significantly undermine the rights of the other students. In such cases, special schools or classes may be required.

1.4.2 Basic School Regulation

The Basic School Regulation[5] obliges each school board to establish a student services program that includes the following four components:

support services

school activities

counselling services

promotion and prevention services

Twelve services are provided for in order to implement these four program components, including remedial education services. These program components are interrelated and complement the instructional services and special services offered. They call for joint action and teamwork among the various players. A recent document[6] published by the Ministère provides more information on student services and their implementation.

The Basic School Regulation[7] provides for a maximum of six years for the completion of elementary school studies, although under the Act, a student who has not achieved the targeted outcomes is entitled to an additional year of elementary schooling. However, this year should be used not merely as a repetition of what has already been taught, but rather to enable the student to continue his or her learning progression.

The Basic School Regulation sets out new guidelines for the organization of instruction, which is now divided into three two-year cycles at the elementary level and two cycles at the secondary level. This cycle-based organization is intended to help students make continuous learning progress.

1.4.3 The new curriculum

As part of the reform, work is being carried out to review all three aspects of the curriculum, i.e. subject content, evaluation and certification. As a result, subject content is now geared more closely to the development of competencies, evaluation is focused more specifically on the assistance to be given to students, and certifica- tion is a more accurate reflection of their success.

The Québec Education Program

The Québec Education Program attaches particular importance to the learning process and makes students the principal agents thereof. This program focuses on the subject-specific and cross-curricular competencies[8] students need to acquire knowledge, foster their social development and obtain qualifications.

The development of competencies aims to make the knowledge acquired in school a "tool" that can be applied to everyday life situations. This has a considerable impact on the way intervention measures are developed.

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5. See Appendix II.
6. Québec, Ministère de l'Éducation, Direction de l'adaptation scolaire et des services complémentaires, *Complementary Education Services: Essential to Success* (Québec: Gouvernement du Québec, 2002).
7. See Appendix II.
8. For more information on the components of the Québec Education Program, see pages 6 and 7 of the *Québec Education Program*.

If students are to develop competencies, it is not enough to simply transmit knowledge to them. Instead, they must be placed in a context conducive to helping them build knowledge and determining when and where it will be useful to them. Such an approach ensures that students are active and learn to mobilize their resources and adjust their actions.

Helping students develop competencies also means taking into account what they know and what interests them, and respecting their pace of learning. However, in a classroom, the students' knowledge, fields of interest and paces of learning can differ widely, and thereforethe intervention measures used cannot be the same for everyone at all times. They must therefore be differentiated.

A differentiated approach is not the teacher's responsibility alone. It must be used in collaboration with the school staff, in particular the cycle team.[9] Each individual's expertise must be relied on in order to support each student in his or her learning progression.

In addition to subject-specific and cross-curricular competencies, the Québec Education Program underscores the importance of broad areas of learning, which are defined as "issues that are of particular concern to young people."[10] Properly used, in interaction with the various competencies, they encourage students to learn from meaningful situations and construct their own world-view. Projects in which different subjects are interdependent constitute enriching, motivating situations for students. All players, including teachers and student services staff, are called upon to make the most of the broad areas of learning.

Students' different school experiences help them structure their identity and determine their strengths and limitations. It is important to encourage students with learning difficulties to make the most of their talents, express their viewpoints and affirm their values while respecting those of others. At the secondary level, they also need help planning for the future, by learning about occupations that correspond to their talents and fields of interest. The guidance-oriented approach[11] is of particular interest in this regard. All players are encouraged to ensure that their students' experiences at school are enriching and help them better structure their identity.

Evaluation of learning

Work stemming from the curriculum reform led to the drafting of a new policy on the evaluation of learning, which focuses on the main purposes of evaluation, i.e. to support learning and recognize competencies. It also deals with the certification of studies.

Support for learning is central to evaluation. It is essential to the success of all students, especially those with learning difficulties, and has an important role to play throughout the learning process.

This form of evaluation is based on systematic observation of the students in order to support their learning progression. It requires that teachers adjust their pedagogical interventions and that students regulate their learning. Moreover, it encourages the use of differentiated activities.

The recognition of competencies is used at the end of a cycle or a training program, or when a student drops out of school or decides not to complete an educational path. In the form of an end-of-cycle progress report, it acts as a yardstick for the development of competencies. It also affords resource people an opportunity to exchange information on the occasion of students' promotion from one cycle or integration path to another. The recognition of competencies makes it easier to implement assistance and enrichment measures.

In the case of a student who has dropped out of school or interrupted his or her studies, the recognition of competencies allows the student's prior competency level to be determined. A report on the competencies developed can be a useful tool. Such a report can make it easier to pursue the training by enabling prior learning to be taken into account, and facilitate the student's entry into the job market.

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9. The cycle team is made up of the teachers in that cycle and the student services staff.
10. Québec, Ministère de l'Éducation, *Québec Education Program - Secondary Cycle One* (Québec: Gouvernement du Québec, 2002), p. 9.
11. To find out more about the guidance-oriented approach, see the document entitled *Making Dreams Come True: Achieving Success Through The Guidance-Oriented Approach* (Québec: Gouvernement du Québec, 2002).

The recognition of competencies also includes the recognition of school and extracurricular learning. It enables students to gain recognition for learning achieved through personal or professional experience that is equivalent to the competencies defined by the Québec Education Program.

Certification of studies

Certification of studies must allow for the recognition of students who have successfully followed different educational paths. Various titles bear witness to their achievement, including the Diploma of Secondary Studies and other certificates and attestations set out in the Basic School Regulation.

Certification of studies is based on a set of identical rules that govern all students; however, accommodations may be agreed upon regarding the evaluation conditions or criteria for certain special-needs students. For example, the time allotted for the evaluation may be increased, or students may be given access to sound recordings of texts enabling them to solve mathematical problems. However, these accommodations must in no way bias the evaluation. In all cases, any decision to make changes must be taken as part of an individualized education plan.

1.4.4 Policy on Special Education

The changes brought about by the reform resulted in a review of the Policy on Special Education and the development of a plan of action in order to help schools implement the policy. The basic orientation of this ministerial policy, unveiled in January 2000, is as follows:

To help students with handicaps or social maladjustments or learning disabilities succeed in terms of knowledge, social development and qualifications, by accepting that educational success has different meanings depending on the abilities and needs of different students, and by adopting methods that favour their success and provide recognition for it.

To help school communities meet the challenge presented by this orientation, six lines of action were defined,[12] each intended to guide the intervention measures for students with learning difficulties.

The first line of action stresses the importance of prevention and is at the root of the second orientation of this document, which advocates early intervention.

The second line of action recommends that all those working with special-needs students make the adaptation of educational services a priority. The intervention measures advocated in this document are based on the diversification and adaptation of services.

The third line of action exhorts those involved to organize educational services based on the evaluation of individual students' abilities and needs, with a view to integrating them into regular classes. The fifth chapter of this document, which deals with service organization, is largely based on this line of action.

The fourth line of action encourages school representatives to create a true educational community, starting with the students and their parents and continuing with community organizations and partners working with young people. This vital component of intervention is addressed in Chapters 3 and 5.

The fifth line of action recommends that particular attention be devoted to at-risk students, particularly those with learning difficulties. Its concern is with improving knowledge and determining the appropriate methods of intervention. It also aims to help resource persons acquire a comprehensive, integrated view of the difficulties experienced by young people and the best ways of assisting them. This is the main rationale for this document.

The sixth and final line of action prompts those involved to develop methods of evaluating students' educational success in terms of knowledge, social development and qualifications, assess service quality, and report the results. Chapter 4 looks at the importance of this evaluation approach in ensuring service quality. A number of worthwhile avenues of exploration are suggested.

12. See Appendix III.

1.5 An overview of services and resources

In elementary school, students with learning difficulties are generally integrated into regular classrooms. However, such is not the case at the secondary level, where a large proportion of such students are directed to temporary or ongoing individualized paths for learning.

Various services are offered to students with learning difficulties, instructional services first and foremost. These are accompanied by remedial education services, psychological services, speech therapy services, academic and career counselling services, psychoeducation and special education services, as well as healthand social services.

At the elementary level, remedial education is one of the main services offered to students with learning difficulties. Although models of collaborative consultation[13] exist in various environments, remedial specialists seem to work mainly outside of the classroom.[14] The situation seems to be changing, however, with new intervention methods being explored.

In secondary school, few students receive remedial education services. Individualized paths for learning are most commonly used, although this method of organizing services, based on categories, is increasingly being called into question.

Both in elementary and secondary school, grade repetition is still frequently used as a means of helping students who have not achieved the required competency level. However, research findings show that grade repetition is ineffective for the vast majority of students and that it does not make them any more successful in their progression through school.

Schools implement a broad array of measures to meet the needs of students with learning difficulties, includ- ing workshops, support measures, individualized teach- ing units, remedial units, tutoring, etc. Innovative proj- ects are also being piloted in various communities. Th- ese projects augur well for the development of effective intervention measures for students with learning difficulties.

With regard to resources, the Conseil supérieur de l'éducation made the following observation in 1996: "[...] the statistical data of the Ministère de l'Éducation indicate that the resources available to meet these special needs, that is, to support students in their progression through school and the teaching staff in their interventions, are stable or growing, whereas the educational community claims that these resources are diminishing, or at least that they are not increasing in proportion to needs."[15]

The same observations are still being made today, even though the Ministère de l'Éducation has implemented an entire set of measures further to the plan of action that accompanied the Policy on Special Education. Thus, over $120 million has been invested in order to reduce the number of students per group at the preschool level and in Elementary Cycle One. Expenditures amounting to some $36.5 million over three years have also been allocated in order to boost the number of professionals assigned to assist teachers and work with students. The goal is to create an additional 860 positions, particularly in the fields of special education, psychology, speech therapy and psychoeducation. Funds have also been committed to make information and communications technologies more accessible, toat-risk students among others, and to develop research.

In addition, support and expertise teams have been set up in each of Québec's regions. These teams are mandated, among other things, to provide support to schools in their efforts to assist students with learning difficulties.

We must thus question ourselves as to how the resources available can best contribute to achieving positive results. Work methods must also be reviewed to ensure that intervention measures are as effective as possible. Furthermore, consensus must be reached among the various school communities, and certain orientations promoted in order to better guide actions.

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13. For more information on collaborative consultation, see the works of Lise Saint-Laurent.
14. Georgette Goupil, *Les élèves en difficulté d'adaptation et d'apprentissage* (Boucherville: Gaëtan Morin, 1997), p. 112.

15. Québec, Conseil supérieur de l'éducation, *L'intégration scolaire des élèves handicapés* ou en *difficulté* (Québec: Gouvernement du Québec, 1996), p. 30 [Free translation].

Chapter 2

Orientations

Learning difficulties can take different forms. Some are temporary, while others persist throughout the student's schooling. This situation makes it more difficult to determine which intervention measures to use. For this reason, four orientations have been chosen to guide actions, namely, targeting success, taking preventive action, viewing the student's situation globally and using differentiated teaching.

2.1 Targeting student success

The concept of success is based on criteria that are specific to certain beliefs, eras and cultures, and can differ substantially from one country, decade or society to another. It is also closely linked to social recognition, and is associated with a feeling of personal accomplishment and the satisfaction of having achieved specific goals.

For many years, a diploma or a certificate was the sole symbol of academic achievement. More and more, we now refer to this concept as "educational success" and have a broader vision thereof. In fact, our understanding of educational success derives directly from the three components of the school's mission: to impart knowledge to students, foster their social development and provide them with qualifications. No longer is it based solely on a student's ability to obtain a diploma of secondary or vocational studies, but rather on the recognition of the progress he or she makes. The evaluation of this progress is based on the learning already achieved, with a view to pursuing this learning throughout the student's life. This idea of learning progress is thus not compatible with that of grade repetition, which implies going over something that has already been done.

Intervention measures based on this concept of learning progress prevent students from experiencing the apathy and demotivation often associated with a feeling of failure, and encourage resource persons to focus their energies on achieving a goal rather than merely seeking the cause of learning difficulties. This concept of success in no way entails lower expectations; on the contrary, expectations remain high, but are better tailored to each student's strengths, pace of learning and needs.

The Policy on Special Education recommends that we help students succeed and that we accept that this success may be manifested in different ways, while targeting maximum development for each student and maintaining our expectations as close as possible to the norm.

Helping students succeed means holding the same expectations for all students while using differentiated methods. In some cases, it also means having different expectations based on the specific needs of some students. The decision to implement adapted methods with a view to helping students progress to the best of their abilities must be made within the framework of an individualized education plan.

The diversification of educational paths is another way of helping young people to succeed in different ways. These educational paths allow for the building of bridges to ensure that students do not find themselves caught in a dead-end program. It goes without saying that official recognition is needed in order to confirm young people's success.

Each school is obliged to produce a plan designed to improve student success. This plan must contain measures intended for students with learning difficulties. These measures can help reduce the dropout rate and lead to an increase in students' qualifications, in particular students with difficulties.

The Ministère has also put in place other means to ensure the success of the greatest number of students possible, for example, the guidance-oriented approach and the New Approaches, New Solutions program.

The guidance-oriented approach is aimed at helping students get to know themselves better, boosting their academic motivation and establishing links between their experiences at school and their professional aspirations by encouraging them to develop career goals. This approach begins in elementary school and continues through to the end of secondary school.

The New Approaches, New Solutions program, implemented in certain secondary schools located in disadvantaged neighbourhoods, aims to enhance student retention and educational success.

IN SHORT

Helping students succeed means encouraging them to realize their full potential, go beyond their limits and become full-fledged members of society.

There are different ways of helping students succeed. Most of the time, the idea is to hold the same expectations while using different methods. In some cases, expectations must be adjusted. The decision to implement adapted methods must be made within the framework of an individualized education plan.

Helping students succeed means giving them access to differentiated educational paths so that they can continue their studies. It also means providing for measures to support them in their learning, foster student retention and provide them with qualifications.

2.2 Taking preventive action

Prevention is of paramount importance in a context of educational success. Although it should be carried out rather intensively in preschool and Elementary Cycle One, it must remain a priority throughout the student's entire schooling. Preventing difficulties and making sure they do not become worse must be a constant con- cern, both at the elementary and the secondary level.

According to Snow et al.,[1] there are three main categories of prevention:

- primary prevention
- secondary prevention
- tertiary prevention

Primary prevention is concerned with reducing the number of new cases (incidence) of an identified condition or problem, and concerns all students. It corresponds to what certain researchers[2] refer to as universal prevention. The implementation of learning conditions that facilitate educational success for all students is part of primary prevention, and differentiated teaching is an example thereof. An educational institution that fosters the optimal development of all students is also using primary prevention.

Secondary prevention is concerned with reducing the number of existing cases (prevalence) of an identified condition or problem. It targets students who are vulnerable due to their personal characteristics, school environment or family or social background. The strategies used must act as protection against the factors likely to cause difficulties. Secondary prevention corresponds to what certain researchers[3] call targeted prevention.

Offering children who are growing up in poverty a stimulating preschool environment, where emphasis is placed on literacy,[4] is an example of secondary prevention. The implementation of prevention measures that facilitate the transition from preschool to elementary school and from elementary school to secondary school for at-risk students is another illustration thereof.

Interventions targeted specifically at students who, owing to their personal characteristics, are likely to encounter learning difficulties, can also be considered secondary prevention. Lastly, attention given to students who are going through a difficult situation (divorce, death of a friend or relative, etc.) also falls into this category.

1. Catherine E. Snow, M. Susan Burns and Peg Griffin, *Preventing Reading Difficulties in Young Children* (Washington: National Academy Press, 1998), p. 16.
2. Frank Vitaro and Claude Gagnon, *Prévention des problèmes d'adaptation chez les enfants et les adolescents : les problèmes internalisés*, vol. 1 (Québec: Presses de l'Université du Québec, 2000), p. 7.
3. Ibid., p. 569.
4. The term *literacy* refers to all reading and writing activities, for example, the reading of storybooks.

Tertiary prevention is concerned with reducing the complications associated with an identified condition or problem. This type of prevention takes place once the difficulties have been detected, and the strategies used are aimed at correcting them. For example, teach- ing word recognition strategies to a student who has specific reading problems can be considered tertiary prevention.

The Policy on Special Education recommends that more emphasis be placed on primary and secondary prevention. This view of prevention obliges key players in the school to be attentive to the risk factors associated with learning difficulties, particularly environmental characteristics or expectations. It also encourages them to consider the protective factors[5] that can be called into play to prevent students from developing learning difficulties, and requires them to be sensitive to signs that may point to the emergence thereof.

In short, both teachers and other resource persons must take a proactive approach to prevention, by offering students stimulating learning conditions enabling them to develop their abilities to the utmost.

The first years of school attendance are crucial for the prevention of learning difficulties. Attention must also be paid to the first signs of a problem at the secondary level, since these may herald the beginning of a process that could eventually lead the student to drop out of school.

In order to be effective, preventive intervention requires a good understanding of the cognitive and socioaffective development of both children and adolescents. It also calls for joint action on the part of the various resource persons involved and consistent, continuous intervention measures. Finally, collaboration with parents is crucial.

IN SHORT

Certain learning difficulties can be prevented by:

- having a good understanding of the development of children and adolescents
- paying attention to the first signs of a problem
- mitigating risk factors and working on protective factors
- working as a team
- ensuring that the intervention measures are undertaken with a view to continuity
- intervening with students and parents

2.3 Viewing the student's situation globally

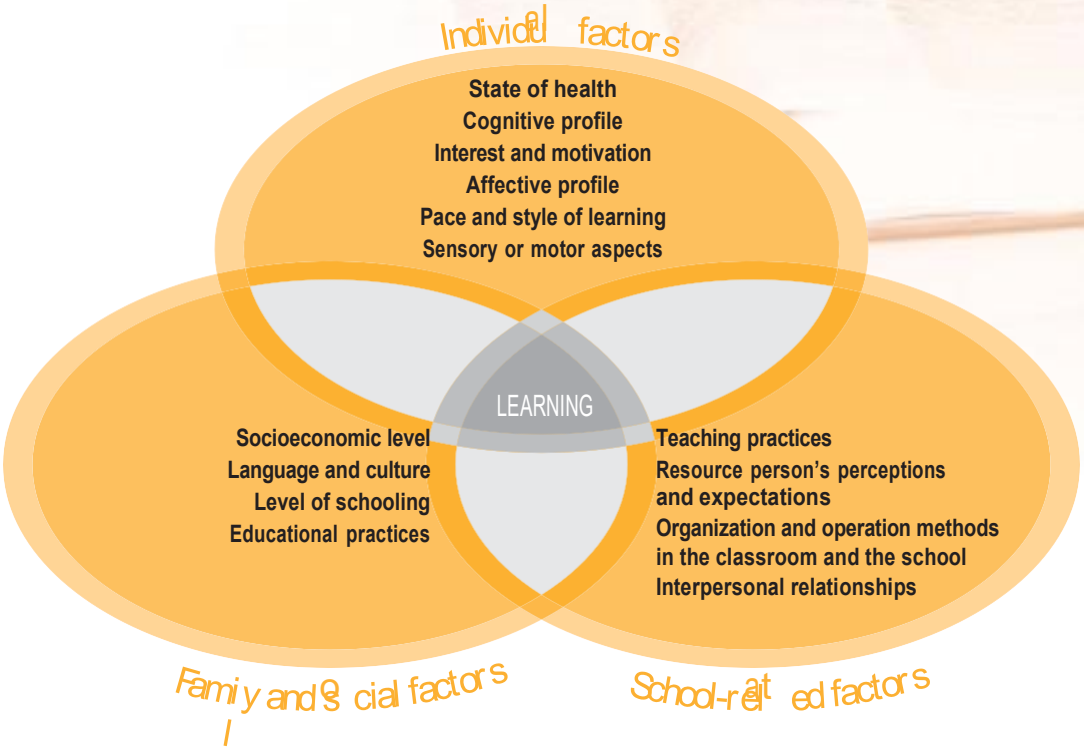
Learning difficulties were long viewed as being due solely to the individual characteristics of the student,but this perception is now changing. Learning difficul-ties are now analyzed more on the basis of a global view of the student's situation. From this perspective, they are considered as resulting from the reciprocal influ-ence of the student's personal characteristics and those of his or her family, social background and school environment.

Research shows that the presence of more than one risk factor[6] increases the probability that learning difficulties will develop. Thus a study conducted by Werner stresses that "children who were exposed to four or more risk factors at age two (i.e. poverty, stress at birth, parents facing conjugal tribulations, parental mental health problems or alcoholism) are those who showed more behaviour problems at age 10 [...]."[7]

Research findings also show that certain factors increase children's risk of experiencing learning difficulties, for example, growing up in poverty or experiencing emotional problems. The diagram on the following page features the main factors that can impact on learning.

5. Protective factors are elements specific to the student or his or her school, family or social environment which may contribute to eradicating or mitigating the effects of risk factors.
6. Risk factors are defined as elements that increase the probability that learning difficulties will develop. For example, certain educational policies or family characteristics can contribute to the emergence of such difficulties.
7. Marcel Trudel, *The Contemporary Concepts of At-Risk Children: Theoretical Models and Preventive Approaches in the Early Years*, paper presented at the symposium of the Pan-Canadian Education Research Agenda (Ottawa, 2000), p. 3.

Table 1 Factors that can impact on learning



If learning difficulties are linked to various factors, then intervention measures must take these factors into account. Research conducted on students with learning difficulties[8] and on students at risk of dropping out of school[9] highlights the importance of intervening with regard to several factors simultaneously.

There is no doubt that the individual characteristics of some students can affect learning. For example, neurological or genetic problems can accentuate learning difficulties. A slower learning pace, personal problems or a visual or hearing impairment can also contribute to the development of such difficulties. Care must thus be taken to offer teaching approaches that are adapted to the characteristics and needs of each student.

8. Santiago Molina Garcia, "El fracaso en el aprendizaje escolar : Dificultades globales de tipo adaptivo" (Malaga: Ediciones Aljibe, 1997), in *La prévention des difficultés d'apprentissage : Entre le mythe et la réalité*, Jean-Pierre Brunet, text taken from a conference given in Cuba in 1999.
9. Laurier Fortin, Égide Royer, Diane Marcotte and Pierre Potvin, *Les facteurs personnels, sociaux et environnementaux les plus associés aux élèves à risque de décrochage scolaire*, paper presented at the Faculty of Psychology, Université de Rennes 2, France, n.d.

The family environment plays a fundamental role. Certain characteristics such as poverty, lack of adherence to the values of the school or a low level of schooling on the part of the parents can have an impact on whether students develop learning difficulties. However, close collaboration between the family and the school can act as a protective factor with respect to these difficulties. For this reason, it is important to establish a true partnership with the parents and consider them as teammates, rather than as people who need to be told what to do. In this way, parents are more likely to develop a positive vision of the school and become more involved.

Teachers and other resource persons also have an impact on students' learning, and have the potential to influence their success. Their interventions can act as either risk or protective factors. Thus, instructional practices tailored to students' needs and positive, frequent interactions between teachers and students are conducive to creating winning conditions. On the other hand, inappropriate educational interventions and a negative classroom or school atmosphere can increase learning difficulties.

IN SHORT

Considering learning difficulties from a global standpoint forces us to set aside the idea that they are caused by a single isolated factor, and instead to consider the interaction of various factors and their influence on the development of these difficulties.

2.4 Using differentiated teaching

The Québec Education Program underscores the fact that schools are responsible for guiding students to suc- cess, regardless of their learning pace, abilities, talents and areas of interest. This objective can only be met by differentiating the intervention measures used, i.e. by considering learning as a different action for each individual student.

Perrenoud defines differentiating as breaking with pedagogical practices that advocate the same lessons and exercises for all, and implementing organizational methods and instructional mechanisms that ensure optimal learning conditions for all students.[10] This does not necessarily mean individualizing teaching or abolishing all instances of group work, but rather offering students various means that enable them to follow their own educational path. Meirieu cautions us against the tendency to excessive individualization as follows:

It is dangerous to use differentiation as a means of destroying group dynamics or "respecting" people's differences and imprisoning them therein. I do not "respect" differences, and I say this very simply. I take them into account, which is not at all the same thing. For example, if someone is incapable of abstract thought, I will not adopt a stance that amounts to saying, "I respect that person's differences, he is incapable of abstract thought so I'll make sure that he deals only with concrete concepts." I take his differences into account, that is, I begin where he is and help him grow.[11]

Przesmycki[12] and Tomlinson[13] advocate several differentiation measures that focus on taking into account students' learning methods and paces. These authors suggest using a variety of processes, content, products and structures. Table 2 shows the main elements of differentiation intended to facilitate students' learning progress.

10. Philippe Perrenoud, "Concevoir et faire progresser des dispositifs de différenciation," *Éducateur magazine*, no. 13, 1997, p. 20-25.
11. Philippe Meirieu, "Différencier c'est possible et ça peut rapporter gros," *Vers le changement... espoirs et craintes*, Proceedings of the first forum on the renewal of elementary education, Geneva, Département de l'instruction publique, p. 11-41, n.d. [Free translation].
12. Halina Przesmycki, *Pédagogie différenciée* (Paris: Éditions Hachette, 1991).
13. Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners* (Alexandria, VA: ASCD, 2000).

Table 2 Main Elements of Differentiation

Processes	Content
• strategies • aids used • time	• instructional material • subject matter • level of difficulty
Products	**Structures**
• length of the task • product • presentation methods	• type of grouping (alone or in teams) • environment

Certain difficulties experienced by the students can require more far-reaching adjustments, for example, with a view to helping students with severe difficulties or disabilities make progress.[14] In such cases, an individualized education plan is indispensable.

Differentiated teaching requires in-depth knowledge of the learning process at play in the development of each competency, as well as a good understanding of how children and adolescents develop. It also requires thorough knowledge of the Québec Education Program, which is indispensable for targeting essential learning. Finally, the role of evaluation must be clearly understood. Differentiated teaching is first and foremost the teacher's responsibility, but the contribution of the cycle team, especially the student services staff, is essential.

For example, the remedial specialist, the speech therapist, the psychologist and the psychoeducator can establish, in conjunction with the teacher, individualized objectives for certain students, and intervene in or out of the classroom; the remedial specialist can help clarify the student's needs and implement strategies enabling the latter to progress as much as possible; the psychologist or the psychoeducator can advise the teacher on behavioural management. Appendix IV contains examples of collaboration presented by Lise Saint-Laurent during a lecture entitled *La différenciation de l'enseignement.*[15]

IN SHORT

The Québec Education Program aims to guide all students to success. Since not all students progress at the same pace, this objective can only be achieved if their differences are taken into account. Differentiated interventions are thus essential.

This method of intervention calls for the collaboration of all resource persons, particularly the cycle team, which includes the student services staff.

The orientations contained in this chapter are intended to facilitate the interventions of the various players involved and to serve as the groundwork for providing effective support to students. They will also enable the implementation of actions fostering the success of students with learning difficulties.

14. Patrick Fougeyrollas et al., *Processus de production du handicap*, CQCIDIH/CSICIDH edition (Québec: Bibliothèque nationale du Québec, 1996).
15. See Appendix IV.

Chapter 3

Providing effective support to students

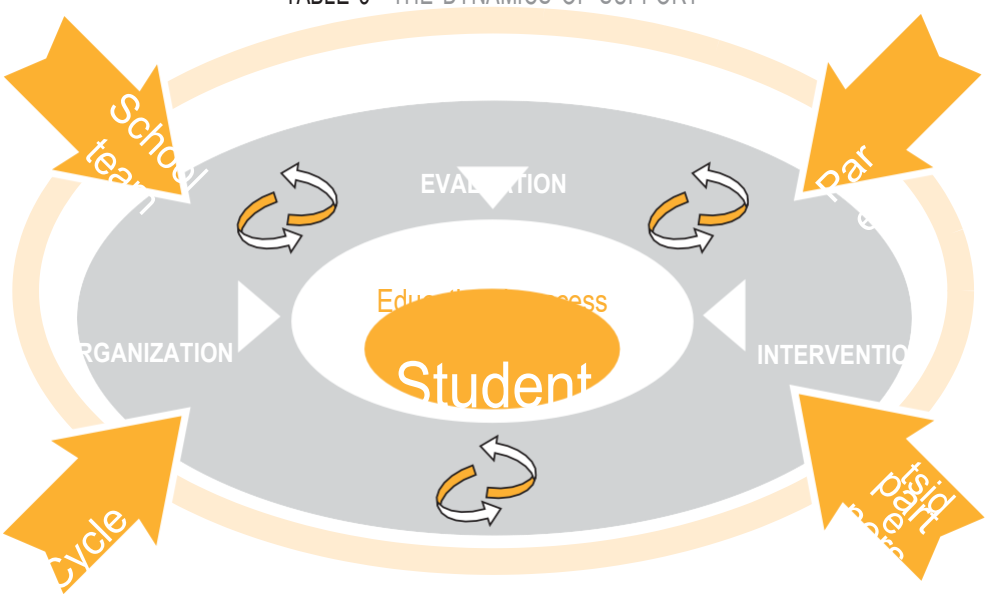
Any approach used to support students with learning difficulties must target educational success and be founded on the principle of educability, which means recognizing that all students are capable of learning, provided the appropriate conditions are put in place. Such an approach must be based on the Québec Education Program, which makes students the principal agents of their learning process, and rely on differentiated interventions in order to meet each individual's needs.

Support for students who have learning difficulties or are at risk of developing them is primarily focused on the act of learning and everything related thereto. It also addresses elements that can obstruct the learning process, such as emotional or behavioural problems, disabilities, etc.

Where necessary, this support can be provided as part of an individualized education plan. More specifically, an individualized education plan is prepared where a student's situation requires in-depth mobilization on the part of the persons concerned, where specialized resources or various adaptations must be called upon, or where decisions having an impact on the student's educational path must be made.[1]

Providing effective support to a student with learning difficulties must be based on a fair evaluation of his or her situation. As shown in Table 3, evaluation is at the heart of a dynamic system, where evaluation is used to intervene more effectively and to better organize the school environment so as to bolster these interventions.

TABLE 3 THE DYNAMICS OF SUPPORT



1. Québec, Ministère de l'Éducation, *Le plan d'intervention... au service de la réussite de l'élève*, working document

(Québec: Gouvernement du Québec, 2003), p. 31.

3.1 Evaluation of the student's situation

Knowledge of the student's situation constitutes the cornerstone of the various actions aimed at providing him or her with support, and evaluation can improve this knowledge. It helps take into account the influences on the learning process of the student's school, family and social environment, and abilities and needs.

The main objective of evaluation must be the student's success. In this context, it must, where applicable, facilitate the adjustment of expectations to the student's abilities. Adjusting expectations has a positive impacton the student's motivation to learn and to self-regulate his or her learning.

Success-oriented evaluation practices go beyond the difficulties encountered. Although their purpose is to pinpoint students' needs, they should first and foremost highlight their strengths, abilities and talents. They encourage evaluators to take into account all the elements that can help the student progress. This is a whole new outlook on evaluation.

Quality evaluation is based on an effective information-gathering process, and everyone involved is responsible for providing as much information as possible, including the student, parents, school administration, teachers, professionals, support staff and resource persons from outside the school. It helps paint a comprehensive picture of the student's situation by providing information both on the student's learning progress and on his or her school, family and social environment.

Data obtained through observation is of considerable assistance in analyzing the student's situation. Self-evaluation, coevaluation and peer evaluation are also very useful.

More targeted evaluation practices are occasionally required for certain students, and can be used to better analyze the intervention strategies adopted. They can also be used to validate certain hypotheses concerning the type of learning difficulty encountered.

In addition, such practices are sometimes required to identify the nature of the intervention measures used or to determine the degree of a student's need. The use of services outside the school, such as rehabilitation services offered by the health care system, can prove indispensable. These services are invaluable in selecting the appropriate means for supporting the student's learning progress.

Once collected, the information is analyzed. This analysis must allow for an appreciation of both the student's learning progress and the elements that hinder or help it, including school attendance, motivation, emotional state, behaviour, family and school support, etc.

Analysis of the information gathered can prompt action to be taken at the personal, pedagogical, administrative, family, social or other levels. Group intervention can also be used if several students are experiencing the same type of difficulty. For example, a school may decide to set up, in conjunction with community representatives, extracurricular activities in order to instill in young people a greater sense of belonging to the school and encourage them to become more involved in their learning.

It should be noted that the student's participation in analyzing the information is important. This participation promotes a better understanding of the information in question and helps the student activate it in his or her learning process. The collaboration of the parents and the members of the cycle team, including the student services staff, is also vital.

Communication is a key component right from the start of the evaluation process. It can take different forms, but it must always aim to establish close collaboration between everyone involved, including students, parents, teachers and other resource persons.

Clear communication between school staff and the parents of students with learning difficulties is essential, and the process leading to the implementation of an individualized education plan makes this communication easier, since it promotes joint action and the recording of information that is crucial to monitoring the student's progress. It is also indispensable when a decision must be made concerning the promotion from one cycle or level of education to the next. Moreover, it can help in the planning of a transition or training project.

3.2 Intervention

In this text, intervention refers to voluntarily taking part in an action in order to change the course thereof. Teachers can thus be considered as "specialists of educational intervention," [2] since they must make a multitude of decisions and use a broad array of methods and actions to support students in their learning. However, this responsibility does not fall to the teacher alone, but must also be shared with a number of partners, including members of the school administration, other teachers, professional student services staff, support staff, parents, etc.

Quality intervention relies on certain key elements, such as well thought-out planning, flexible, strategic actions, and periods of reflection and review subsequent to the planning and actions undertaken.

Well thought-out planning encompasses all the elements that must be taken into account in order to support students' learning. The conscious choices made during this phase permit more flexibility in the action taken. The intervention must be planned in concert by the school team, the cycle team and the teacher.

The school team has a say in the decisions affecting the pedagogical organization of the school. It may, in particular, help choose the services to be offered to students with learning difficulties.

The cycle team also has decisions to make. It must, among other things, plan how the students should be grouped in order to facilitate their learning progression (temporary groups according to fields of interest, projects, needs, etc.). It must also, in conjunction with the student services professionals, coordinate the various actions to be undertaken, in particular for special-needs students.

The teacher's responsibility is to plan the learning situations that will take place in the classroom. He or she must make allowances for the changes or adjustments required to meet the needs of certain students. These changes or adjustments may be made in terms of both the tasks to be carried out and the expectations with regard to the students' behaviours or environment. All the operations pertaining to the planning of learning situations can be carried out by a pair of teachers who are in charge of one group of students per cycle.

For this planning process to be carried out effectively, the pedagogical and educational aims must be clarified. Thus, the teachers and resource persons involved in the intervention must ask themselves, "Which learning situations will be suggested?" "How will evaluation be carried out?" "How will the school environment be managed? "Which measures will be adopted in order to meet certain students' specific needs?"

The intervention measures used with students with learning difficulties must originate in the classroom, since that is where most academic learning takes place. Effective classroom actions must satisfy certain conditions; for example, they must be flexible because they call for constant adjustment, and they must be strategic because they are centred on the means that best enable the students to learn.

Flexible action means that the intervention measures must be constantly regulated, based on the information obtained through observation of the students. This regulation is carried out concurrently with the classroom activities.

The aim of strategic action is to focus on the student's learning approach. It must thus take into account his or her prior knowledge and level of motivation, using cognitive and metacognitive strategies. It also makes transfer of learning a priority.

Strategic action encourages students to get involved, and thus is largely given over to cooperative learning. Furthermore, it is based on learning situations that reflect the emphasis placed on adhering as closely as possible to the students' fields of interest and abilities. This emphasis is particularly important when it comes to helping motivate students with learning difficulties.

Flexible, strategic action gives priority to differentiated interventions and makes the collaboration of the student services staff an essential element. To this end, the work of the remedial specialist is indispensable in terms of the assistance to be given to students with learning difficulties. This work, like that of other professionals, must be done in the classroom insofar as possible. Thus, everyone must explore innovative ways of intervening.

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2. Claude Lessard, "L'obligation de résultats, de moyens ou de compétences : l'affaire de tout le monde ou l'affaire de chacun?", *Vie pédagogique*, no. 125, November-December 2002, p. 22. [Free translation].

Intervention, as described above, can be adapted to both special and regular classes, and is just as relevant in secondary school as in elementary school. However, regardless of whom is it used with, it must be evaluated.

Periods of reflection and review can be useful in conducting this evaluation. They allow for critical analysis of the actions undertaken and the results obtained, and for constant fine-tuning of the intervention.

Although periods of reflection and review are primarily an individual undertaking, they also have a collective dimension. Thus, all those who work with a student must evaluate the scope of their interventions in concert. This cooperative approach helps make the most of each individual's resources and talents, and also fosters mutual support and the exploration of new ways of doing things.

Reflection and review is a gateway to innovation. Unique approaches are developed by examining past actions and constantly seeking methods that best meet students' needs.

3.3 Organization

Good educational organization is key to providing effective support. This organization must promote the use of intervention measures that are consistent, monitored and established in partnership.

Educational organization is a responsibility that mustbe shared by all resource people in the school. Moreover, each individual must help implement methods and measures that meet the cognitive and emotional needs of the students.

Effective educational organization reflects a concern for the situation of all students and for the choices made with them in mind. It must therefore help pre- vent the use of practices that do not contribute to the students' success.

Effective educational organization must:

- focus on consistent intervention measures that provide continuity with those already undertaken
- optimize the competencies of the various resource persons in the school
- give priority to winning educational practices aimed at avoiding grade repetition
- establish a solid partnership with parents and the community
- provide adequate supervision

3.3.1 Focus on consistent intervention measures that provide continuity with those already undertaken

Intervention measures designed to help students with learning difficulties are often fragmented. Certain actions are undertaken at a given point in the student's educational path, but are not continued due to the turnover of resource persons, the various transitions experienced by the students during their progression through school or insufficient interaction with services offered outside the school. The school must make considerable efforts to ensure the use of consistent intervention measures that are based on a comprehensive vision. It must also see to implementing collaboration and consultation practices with all of its partners.

These practices require time. Several schools have explored different ways of freeing up time, in particular for the purpose of scheduling meetings among the members of the cycle teams. For example, some schools have changed students' schedules. Regardless of the formulas chosen, time must be set aside to allow resource persons to learn to work differently and in concert.

3.3.2 Optimize the competencies of the various resource persons in the school

Intervention for students with learning difficulties must be envisaged from a problem-solving perspective whereby each resource person's expertise is optimized. Thus, the members of the student services staff must make their contribution to supporting students, either by working directly with them or by assisting the teacher.

Remedial specialists play a role of paramount importance, and their contribution to the work of the cycle team is essential. Their intervention measures must be based on the courses of action presented in Chapter 4 of this document, and must be carried out, wherever possible, in collaboration with the teacher and in a classroom setting.

Only by taking full advantage of each individual's competencies can resource persons truly hope to help students with difficulties without running the risk of wearing themselves out. This is also the best way of finding alternatives to grade repetition.

3.3.3 Give priority to winning educational practices aimed at avoiding grade repetition

Some resource persons in the school believe that grade repetition is an effective way of helping students with learning difficulties. However, on the whole, the findings of scientific studies show that the opposite is true. One such study, a longitudinal research study conducted on two groups of low achievers, one that repeated a grade and one that did not, shows the ineffectiveness of grade repetition. This study shows that "two years after having repeated a grade, the grade repeater's academic results are comparable to those of a student of equal strength, who has been promoted to a higher grade."[3] In addition, most researchers report negative consequences such as loss of self-esteem, lack of motivation and dropping out of school.

These conclusions exhort resource persons to do everything in their power to avoid grade repetition. The decision to have a student complete an additional year in a given cycle, after having already spent two years in that cycle, should be a rare occurrence, and it is important that such a decision be taken only once all other possible courses of action have been contemplated. Several of these courses of action are presented in Chapter 4 of this document. The system of multiyear cycles is another option.

Although they represent, first and foremost, a space- time in which students can progress at their own pace, multiyear cycles are also a form of organization that facilitates assistance for students with difficulties. This system allows the cycle team, including the student services staff, to explore various methods that are more conducive to supporting the students' learning. It also helps the team plan, organize and evaluate different ways of better satisfying students' needs.

The system of multiyear cycles is conducive to differentiated teaching. It allows students to be grouped according to their fields of interest, their needs, or a particular project, and enables the sharing of tasks. Thus, mem- bers of the student services staff can equip the teacher so as to facilitate his or her pedagogical management.

In addition, the system of multiyear cycles encourages resource persons to use innovative teaching supervision formulas that meet students' needs more effectively and prevent them from having to repeat grades. It facilitates the use of intervention measures not only at the end of an educational path, but throughout the cycle.

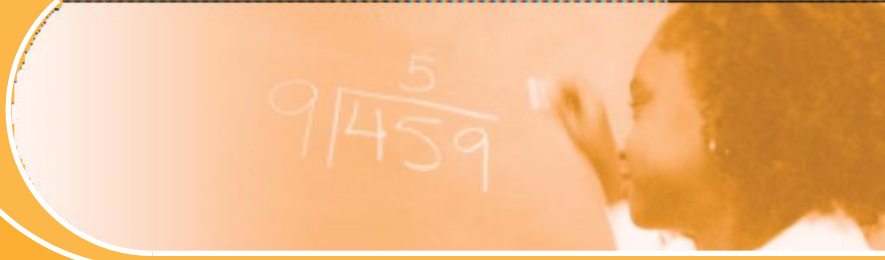
3.3.4 Establish a solid partnership with parents and the community

A solid partnership with parents is essential to students' success, in particular to those with learning difficulties. Numerous studies have shown the positive effects of school-family collaboration on students: increased motivation, improved behaviour, more positive attitudes toward school and schoolwork and a reduction in the dropout rate.

Parental commitment is just as important in secondary school as it is in elementary school, although it may take different forms. It is indispensable for the support of any student experiencing difficulties.

There are also numerous community resources that can contribute to students' success at school, including municipal services, cultural groups, CLSCs, social services, and so forth. Several projects have been developed in this regard.[4]

3. Louisette Pouliot and Pierre Potvin, "La puce à l'oreille au sujet du redoublement," *Vie pédagogique*, no. 116, September-October 2000, p. 51 [Free translation].
4. "L'école et la communauté : main dans la main pour la réussite scolaire," *Le Petit Magazine des services complémentaires*, vol. 3, no 1, Fall 2001.



The school-community partnership can sometimes take the form of a service offer to the community. For example, some schools develop projects aimed at getting their students involved in the community. Such projects serve the twofold purpose of bolstering the students' self-esteem and being useful to the community.

In order to maximize the participation of both the parents and the community representatives, the school administrators, teachers and other resource persons must explore different ways of forging partnerships with them, founded on a climate of trust and collaboration. Two-way communication, with both parties' viewpoint being taken into consideration, constitutes another fundamental aspect. Moreover, the actions undertaken by the various partners must be coordinated by the school administration. They must be part of a global vision and help students along the road to success.

3.3.5 Provide adequate supervision

Schools must be able to rely on adequate supervision in order to create a climate conducive to learning. This requires the establishment of clear rules jointly with the students, and collaboration with the family in order to find common solutions to the problems encountered.

Putting in place an adequate supervision structure also means intervening so as to support students who are at risk of developing behavioural problems. For some of these students, more emphasis may have to be placed on training in social skills, interpersonal communica-tion and problem solving, in conjunction with the competencies in the Québec Education Program.

In secondary school, the creation of stable groups of students for basic subjects, supervised by a teacher-tutor, appears to be a winning condition. In this respect, Vitaro and Gagnon[5] give the example of a study conducted on a group of students who received such supervision. The findings showed that fewer of the students who were supervised in this way dropped out of school, and the rate of absenteeism was lower than that of the control group four years after the study was conducted.

On the other hand, the students in the control group, who did not receive the same supervision, performed more poorly in school, were absent more frequently and experienced greater self-esteem problems.

The supervision of students with learning difficulties can also take the form of mentoring, although certain conditions must be met if this measure is to be effective. For example, mentoring must be designed to respond to a specific need experienced by the student, and the mentors must be available at all times. Mentoring also seems to be more effective if it is provided by older students or resource persons in the school.

IN SHORT

Effective support for students with learning difficulties must be based on an adequate evaluation of their situa- tion and on properly thought-out intervention measures, characterized by flexible, strategic actions and subsequent periods of reflection and review.

Good educational organization is another indispensable element of effective support. Such organization must target consistent interventions, optimal use of the competencies of resource persons, quality educational practices, a solid partnership and adequate supervision.

5. Frank Vitaro and Claude Gagnon, *Prévention des problèmes d'adaptation chez les enfants et les adolescents : les problèmes externalisés*, vol. II (Québec: Presses de l'Université du Québec, 2000), p. 134.

Chapter 4

Courses of action

The need to support students with learning difficulties underscores the importance of concerted action throughout the system. All resource persons are encouraged to work on implementing concrete actions to support students who haveor are at risk of developing learning difficulties. By working together, they can succeed in establishing a common focus and better target their actions.

Eight courses of action are advocated here. The first deals with the period that precedes the beginning of school, while the second focuses more specifically on preschool students. The last six address mainly elementary and secondary students, but can apply to preschool students as well.

The actions suggested must be carried out through the closest possible involvement with the student, i.e. in the school and in the class- room, and in collaboration with the family and the community.

4.1 Ensure the continuity of services when the child begins school

Several factors influence children's development and their subsequent adjustment to the school environment, in particular life habits (diet, hygiene, sleep patterns), behaviour (interaction with adults and peers) and other skills (cognitive, language, motor or attentional). Parental attitudes are also decisive.

Early screening and intervention are just some of the many methods used by the CLSCs to influence the risk and protective factors that have an impact on children's development. For example, some CLSCs offer home visits by nurses in order to assist the parents of newborns or, where necessary, direct them to the appropriate specialized services. Special services are also offered by the CLSCs and rehabilitation centres to very young disabled children or children from disadvantaged neighbourhoods.

Some parents receive the occasional home visit from special education teachers who provide them with guidance in their parental attitudes. These educatorsare of invaluable assistance in nipping certain problemsin the bud, in particular behavioural problems. Other parents belong to groups that are supervised by specialists. Self-help groups are also a source of considerable assistance, since they bring parents out of their isolation and help them develop a network of useful contacts.

In addition, early childhood centres offer services designed to exert a positive influence on children's development. There are also various prevention programsfor preschool-age children from socioeconomically disadvantaged neighbourhoods, some of which target the overall development of at-risk children aged 0 to 4, while others focus more specifically on family literacy and are intended for three- or four-year-olds.[1]

1. For more information on literacy programs, contact the Centre de ressources sur l'éveil à la lecture et à l'écriture at the following address: <http://www.petitmonde.qc.ca/Eveil/default.asp>.

The child's experiences prior to beginning school cannot be disregarded. It is thus important that schools ensure the continuity of the intervention measures that have already been undertaken. One way of doing so is to establish a partnership with the family and the organizations that have already initiated such measures. This type of partnership is crucial to the student's success at school.

IN SHORT

Children accumulate many life experiences before beginning school, all of which influence their development and adjustment to the school environment. Schools must take into account the interventions that were carried out before the child began school, and their actions must be consistent with what has already been undertaken if the child is to succeed.

4.2 Implement measures that foster student success beginning in preschool

Numerous research findings have demonstrated the effectiveness of early intervention,[2] but much remains to be done before schools make it a priority. Greater effort must be devoted to implementing the first line of action of the Policy on Special Education, which stresses the importance of prevention and early intervention. It is in this perspective that the implementation of measures fostering student success is advocated starting in preschool.

A study reviewed by Gérald Boutin[3] shows that "the majority of school dropouts are students who were low achievers in written language skills as of the first year of elementary school and who, for the most part, come from culturally and economically disadvantaged backgrounds." Martinez[4] considers that writing-related learning is a way of helping children aged two to six avoid academic failure.

Consequently, the focus must be placed on stimulation to enhance literacy as soon as the child enters preschool. Special attention must be given to children from disadvantaged backgrounds, who often have had little contact with writing or language-related stimulation before entering kindergarten. Close collaboration must also be established with their parents.

The fourth competency to be acquired by students in the preschool education program is communication using the resources of language. Thus, the intervention measures carried out at the preschool level must promote the ability to read and write, and be applied to meaningful, real-life situations. Offering children numerous opportunities to be in contact with books, to write, and to use reading and writing in a playful fashion are ways of creating a stimulating, meaningful environment. Two videocassettes, entitled Des mots qui parlent[5] and L'émergence de l'écrit[6] provide interesting ideas in this regard.

The effectiveness of interventions in phonological awareness[7] conducted at preschool and in the first year of elementary school is widely recognized. According to Saint-Laurent, the research "suggests that the development of phonological awareness skills should be a priority for a considerable number of students who are at risk or have difficulty learning to read."[8]

Activities used to develop phonological awareness must be carried out in a context that is meaningful to students. A five-year-old will find it meaningless to work with sounds where no context is provided, but will enjoy herself considerably trying to find a word that rhymes with the name of a friend.

In addition, preschool interventions must be based on the development of other competencies prescribed by the Québec Education Program: to interact harmoniously with others, to affirm his/her personality, to perform sensorimotor actions effectively in different contexts, to complete an activity or project and to construct his/her understanding of the world. However, they must on occasion focus more specifically on certain behaviours or attitudes that can hamper learning, such as a delay in the development of attentional skills, behavioural problems, etc.

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2. Several references to this research can be found in the book by Bernard Terrisse and Gérald Boutin entitled *La famille et l'éducation de l'enfant, de la naissance à six ans* (Montréal: Logiques, 1994), p. 65.
3. Gérald Boutin and Bernard Terrisse, *La famille et l'éducation de l'enfant, de la naissance à six ans* (Montréal: Logiques), 1994, p. 94 [Free translation].
4. Jean-Paul Martinez, "La coopération famille-école et l'apprentissage précoce du langage écrit" in *La famille et l'éducation de l'enfant, de la naissance à six ans* (Montréal: Logiques, 1994), p. 93-104.
5. *Des mots qui parlent*, [video recording], directed by Georgette Goupil (Montréal: Département de l'audiovisuel de l'UQAM, 2000), VHS cassette.
6. *L'Émergence de l'écrit*, [video recording], directed by Georgette Goupil (Montréal: Département de l'audiovisuel de l'UQAM, 2000), VHS cassette.
7. Phonological awareness is the ability to identify and manipulate the sounds of language, i.e. the ability to analyze and reconstruct words from their components, syllables and phonemes (see <www.nald.ca/NALDNEWS/99winter/opening.htm>).
8. Lise Saint-Laurent, *Enseigner aux élèves à risque et en difficulté au primaire* (Boucherville: Gaëtan Morin, 2002), p. 145 [Free translation].

To achieve satisfactory results, intervention requires certain conditions. It must:

- be part of regular classroom activities
- take into account the student's zone of proximal development[9]
- be carried out in collaboration with the parents

Carrying out intervention measures in the classroom on a regular basis ensures that preventive action will be effective. Thus, intervention is more beneficial when carried out several times a week rather than occasionally.

The active participation of parents is another key element. Research in this regard highlights the importance of establishing a partnership with the parents with a view to achieving positive results in early intervention. "Parental participation in an early literacy and learning program points to a positive outcome for the child and, in the long term, a reduction in the rate of academic failure."[10]

IN SHORT

Prevention and early intervention aim to reduce the rate of student failure. At the preschool level, actions focus more particularly on stimulation to enhance literacy and the development of phonological awareness, as well as on the development of the other competencies prescribed in the Québec Education Program.

These actions are more effective when they are conducted in the classroom on a regular basis and in collaboration with the parents.

4.3 Focus on the teacher-student relationship

According to certain beliefs, only those factors linked to the student and his or her family and socioeconomic background have a impact on educational success. Other convictions call into question factors associated with the school, particularly the teacher-student relationship. What influence does this aspect have on learning, and what is its impact on student motivation?

Let us look at this question from the viewpoint of young people. When they are asked what a "good teacher" is, their answers converge toward two main elements: quality of human contact and teaching ability. They say, "The teacher is the one who makes all the difference. She's the one on whom it all depends: if she's not interested in explaining things to us, if she's not interested in us, period, then we definitely won't enjoy learning or coming to school."[11] These interviews, conducted in 1985, also reveal that young people are sensitive to how they are received in the classroom and the school, and that students want to be respected as persons in their own right and not merely as learners.

A recent study confirms the information gathered in 1985. The following is an excerpt:

Young students give priority to the emotional/relational role when assessing or judging their teacher, and attach great importance to this aspect of the pedagogical relationship. Older students, i.e. those who are completing elementary school or are at the beginning of secondary school, gradually begin to focus on the cognitive aspect of the pedagogical relationship, without totally disregarding the emotional aspect of their relationship with the teacher. Students experiencing difficulties at school tend to give priority to the emotional/relational aspect of this relationship, with some of them even going so far as to build their school experience on their relationship with the teacher.[12]

As can be observed in the above example, the emotional dimension is of paramount importance to learning. Indeed, for students with learning difficulties, whether at the elementary or the secondary level, the student-teacher relationship is the most important thing. They want to establish a positive, motivating relationship with their teacher that is not solely defined by academic learning. Often, this relationship is what sparks their motivation to learn.

9. A student's zone of proximal development is defined as the student's range of ability with and without assistance from a teacher or a more capable peer (see <www.wcer.wisc.edu/step/ep301/Spr2000/Jenna-B/zpd.html>).
10. Gérald Boutin and Bernard Terrisse (1994), p. 102 [Free translation].
11. Luce Brossard and Michelle Provost, "Portraits de bons profs," *Vie pédagogique*, no. 39, November 1985, p. 19 [Free translation].
12. Gaëlle Espinosa, "La relation maître-élève dans sa dimension affective : un pivot pour une différenciation des pratiques pédagogiques enseignantes?," taken from *L'affectivité dans l'apprentissage*, compilation under the supervision of Louise Lafortune and Pierre Mongeau (Sainte-Foy: Presses de l'Université du Québec, 2002), p. 164 [Free translation].

An article from the magazine Vie pédagogique, published in 1998, sheds interesting light on the attitudes conducive to effective teacher-student communication:

It would seem that teachers who, in general, are stimulating, enthusiastic, encouraging, warm, tolerant, polite, tactful, confident, flexible and democratic, who are not seeking personal recognition, who care little about whether they are liked, who are expressive, who are capable of overlooking young people's prejudices, who are good at expressing their feelings, who know how to pay attention to students both individually and as a group, who place themselves close to students when speaking to them, who use physical contact in a socially appropriate manner, who are genuinely interested in the students, their problems and ideas, who are attentive to any sign of confusion or inattention on their part, who smile, who use humour and who tell personal anecdotes during the course, exert a positive influence on students' learning and well-being.[13]

Many qualities, perhaps, for just one person, but the above list provides several elements for reflection. It is undoubtedly an ideal toward which teachers who wish to build a meaningful relationship with their students can strive.

4.4 Use motivation as a lever for learning

Motivation plays an essential role in the learning process. But what makes a student motivated? How can motivation be triggered and then maintained?

According to the sociocognitive approach, motivation is the result of interactions between an individual's behaviour, personal characteristics and environment.[14] Thus, a student's motivation is not determined solely by him or her, but also by his or her family and school environment. All these elements interact to create a motivational dynamic.

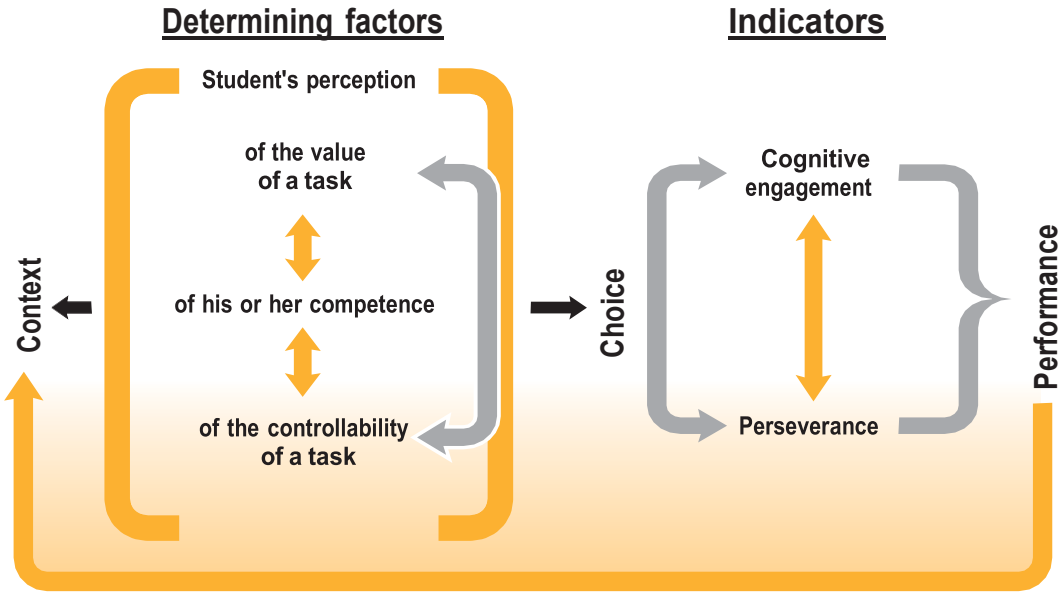
According to Viau,[15] there are three determining factors in a student's motivation:

- the student's perception of the value of a task
- the student's perception of his or her ability to carry out a task
- the student's perception of the controllability of a task

IN SHORT

Like younger students, students with learning difficulties need a healthy emotional climate in order to learn, and this aspect is also important for older students. It should also be noted that all students need to have passionate, motivated teachers.

By listening to young people, recognizing the value of what they have to say and giving them undivided attention, teachers will be better equipped to meet their relational needs.



*Source: Rolland Viau, *La motivation en contexte scolaire* (Éditions du Renouveau pédagogique: Québec, 1994), p. 32

13. Clermont Gauthier, Stéphane Martineau and Danielle Raymond, "Schéhérazade ou comment faire de l'effet en enseignant," *Vie pédagogique*, no. 107, Québec, April-May 1998, p. 25 [Free translation].
14. Clermont Gauthier et al., April-May 1998, p. 27.
15. Rolland Viau, *La motivation en contexte scolaire* (Québec: Éditions du Renouveau pédagogique, 1994), p. 33.

The student's perception of the value of a task

Students engage more easily in the learning process when the activities presented appear relevant and meaningful. They are also better able to sustain their efforts even when they encounter difficulties. However, if they feel that what they have been asked to do is not relevant, they will give up the task at the slightest obstacle.

"Research conducted on the topic leads us to believe that the level of interest determines not only the quality of students' comprehension and productivity, but also the emotional quality of their learning."[16] The carrying out of meaningful tasks is thus one of the cornerstones of the intervention measures used with students who have learning difficulties.

The goals pursued by students also have an influence on their perception of the value of the task. These goals may be social or educational. Social goals (making friends, being part of the gang) represent, for some students, the main reason for attending school, but they are not sufficient to trigger engagement and perseverance. Educational goals must also be set.

Educational goals encompass everything that is related to learning and are essential to motivation. Indeed, "the more a student considers a task important because it helps him achieve important learning, the more he engages therein on a cognitive level and the more he perseveres in its completion."[17]

Educational goals may be envisaged in the short, medium or long term. Young students will focus mainly on short-term goals, but as they grow older, long-term educational goals become more important. Older students no longer engage in the learning process solely for the pleasure of learning, but also with a view to practising the profession or trade of their choice.

Long-term goals play an important role in the motivation of adolescents, conditioning the way they perceive a task. "A student whose aspirations are clear and whose goals for achieving them are planned within a given time frame is better able to perceive the value of a task, even if it provides no immediate reward."[18]

Young people who are unable to project themselves into the future and who have few aspirations generally avoid getting involved in activities that require effortand perseverance, preferring those that bring immediate satisfaction.

The guidance-oriented approach is an effective way of helping these young people formulate a vision of the future and establish objectives over the longer term. It can thus contribute to the pursuit of educational goals.

The student's perception of his or her ability to carry out a task

The student's perception of his or her ability to carry out a task influences his or her cognitive engagement and learning perseverance. Cognitive engagement is defined as the use of learning strategies and their adjust-ment to different situations. For example, a student who has experienced failure on several occasions will avoid getting involved in an activity if he deems that hedoes not have the abilities required to see it through satisfactorily. Obviously, he will not seek to use learning strategies, and still less to adjust them.

The input of parents and teachers has a direct impact on how a student judges herself. Thus, her parents' comments on her ability to carry out a given learning activity will influence the way she evaluates her competencies. In the same way, she will be affected by the perception of her teachers, their comments and the type of evaluation they use.

Most students with learning difficulties have problems judging themselves accurately, tending to consider their abilities superior or inferior to what they actually are. For this reason, they must be taught to perceive their abilities more accurately. According to Viau, "The ideal way for a student to bolster his opinion of his abilities is to repeatedly accomplish an activity that he did not think himself capable of accomplishing initially."[19]

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16. Jean Archambault and Roch Chouinard, *Vers une gestion éducative de la classe* (Boucherville: Gaëtan Morin, 1996), p. 118 [Free translation].
17. Rolland Viau, *La motivation en contexte scolaire* (Québec: Éditions du Renouveau pédagogique, 1994), p. 51 [Free translation].
18. Ibid., p. 48 [Free translation].
19. Rolland Viau (1994), p. 61 [Free translation].

The student's perception of the controllability of a task

In order to undertake a task, students need to feel that they have the necessary abilities. They must also be convinced that they have power over the task in question. This is the feeling of controllability, which stems from hypotheses formulated by the student to explain his or her successes and failures. For example, if a stu- dent believes that he has failed due to a lack of intelli-gence, he will feel powerless and discouraged, because he has no control over the cause of this failure. How- ever, if he attributes his failure to a lack of effort or poor strategy, he will tend to feel that he exerts a certain con- trol over the situation, and can thus reason that if he had made more effort or chosen a better strategy, he would have succeeded. He will therefore be more moti- vated and ready to undertake the tasks assigned to him.

Students with learning difficulties sometimes minimize the importance of making an effort, tending to attribute greater value to intelligence. Indeed, students who succeed with little effort are generally perceived by their peers as being intelligent. It is thus imperative to remind students that effort plays an essential role, and to demonstrate that learning is difficult. Otherwise they will avoid engaging in learning activities they are not certain of accomplishing successfully, in order to preserve their self-esteem and the image they present to their peers. This attitude will only accentuate their difficulties.

To make students with learning difficulties feel that they have power over a task, they must be assigned activities that constitute a challenge for them. If the task is too easy, they will attribute their success to the low level of difficulty rather than their own abilities. If it is too hard, they will refuse to undertake it for fear of failure. In addition, it is better to avoid qualifying the task as being easy to carry out, because if they fail, they will be convinced that they are truly incompetent. "How can I be intelligent and competent if I can't even succeed at the easiest task?" they may wonder. It is better to clearly explain to the students the efforts they will have to make and the importance of using the appropri- ate strategies.

Thus, an effective means of helping them develop their feeling of competence is to teach them learning strategies and show them when and how to use them. In general, students with learning difficulties do not realize that many of their problems are due to the use of the wrong strategy. "Students with difficulties would have greater confidence in their abilities to use appropriate learning strategies if they were convinced that they havethe skills and abilities necessary to use them and believed in the important role played by these strategiesin success."[20]

IN SHORT

Like any other students, those with learning difficultiesare more motivated when they feel capable of learning,and understand the relevance of the activities proposed. The following intervention measures can be used to sus- tain their motivation.

- Suggest varied, stimulating, meaningful learning activities that incorporate realistic challenges.
- Use differentiated teaching to enable each student to acquire and improve upon his or her competencies.
- Explain to the students the pertinence of the activities carried out in the classroom, and emphasize the importance of making an effort.
- Encourage the students to pursue educational goals.
- Make the teachers and parents aware of the role they play in motivating their students or children.
- Help students use and manage learning strategies.

20. Jean Archambault and Roch Chouinard (1996), p. 120 [Free translation].

4.5 Foster the development of effective learning strategies

In recent years, research in the field of education has demonstrated the importance of cognitive and metacognitive strategies in the learning process. Students with learning difficulties are at a disadvantage, since their strategies tend to be deficient or ineffective.[21] Some of these strategies—such as memorization strategies—are general in application since they are used in all types of learning.

Memory and memorization strategies

Various research findings, such as those of Jacques Tardif,[22] highlight the fundamental role played by memory in the learning process. Students with learning difficulties often have memorization problems.

According to Swanson, the main weaknesses of students with learning difficulties concern working memory.[23] These weaknesses are caused by limited memorization strategies. "With respect to long-term memory, the weaknesses observed among students with learning difficulties are generally considered to result from problems in the earlier stages of the cognitive process (working memory, attention or perception) or the use of ineffective strategies to process information."[24]

Intervention measures that promote maximum memory use must be designed to help students achieve success; they must encourage students to use both their working memory and their long-term memory better.

Our working memory has a limited capacity; in other words, it can hold only a small quantity of information at a given time. To avoid overloading their working memory, students must learn to bundle information. Teachers can show them how to use semantic charts, concept networks and other procedures to help them bundle information. It is important to note that a concept network uses only one memory unit, while a series of unlinked concepts can quickly swamp memory capacity.

The working memory can retain information only for a limited period of time. To conserve this information and later place it in the long-term memory, students must use a range of strategies, such as repetition, visualization, bundling by category, or comparison with other information already stored in the long-term memory.[25] These are all strategies that students can be taught, especially students with learning difficulties.

The long-term memory has unlimited capacity, and can store information for extended periods. For ease of access, the information must be organized. The use of diagrams is a good way to improve organization.

Students' ability to memorize information can be developed if, as suggested by Saint-Laurent,[26] they are shown how to do so. First, the teacher must act as a model, by telling the students how to proceed in order to retain a particular piece of information. Next, the teacher must help the students establish links between their existing knowledge and the information they have just received.

Memory functions are improved by a proper use of cognitive and metacognitive strategies in school subjects.[27] The strategies must be targeted as essential elements in the intervention measures used with students with learning difficulties.

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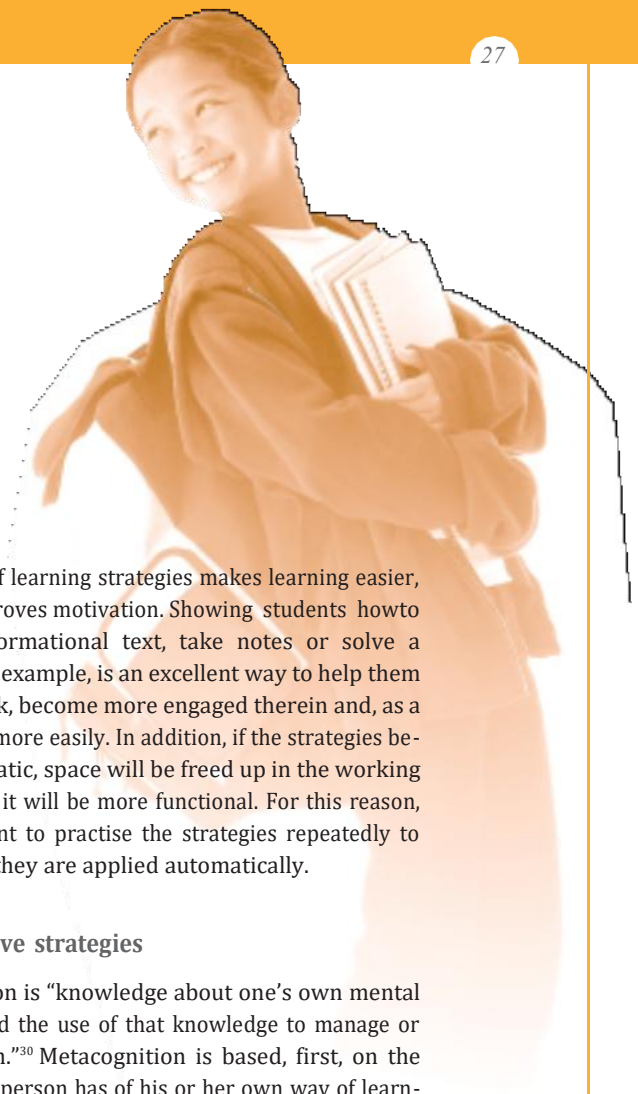
21. Lise Saint-Laurent et al., *Programme d'intervention auprès des élèves à risque* (Boucherville: Gaëtan Morin, 1995), p. 32.
22. Jacques Tardif, *Pour un enseignement stratégique* (Montréal: Logiques, 1992).
23. H. L. Swanson, "Information Processing: An Introduction," in D. K. Reid, W. P. Hresko and H. L. Swanson (ed.), *Cognitive Approaches to Learning Disabilities*, 3rd edition (Austin, Texas: Pro-Ed, 1996), p. 252-286.
24. Lise Saint-Laurent, Enseigner aux élèves à risque et en difficulté au primaire (Boucherville: Gaëtan Morin, 2002), p. 152 [Free translation].
25. According to Jacques Tardif, long-term memory is a "vast reservoir of knowledge that includes all that a person knows about the world, whatever the type of knowledge concerned." The knowledge can be social, emotional, motor or intellectual.
26. Lise Saint-Laurent (2002), p. 152.
27. Bernice Wong, *Learning about Learning Disabilities* (British Columbia: Academic Press, 1998), p. 146.



Cognitive strategies

Cognitive strategies are procedures used to solve a problem or carry out a task. They are of primary importance in the learning process, and it is important to teach them, especially those relating to reading, writing, problem solving and memorization. The following table presents several examples of strategies that can be used in these areas.

Target area	Possible cognitive strategies
Reading	• Explore the structure of the text to guide the search for meaning • Skim the text in order to get an idea of the content (title, illustrations, subtitles, sections) • Predict what will happen next based on what has already been read • Retain the main elements of the information gathered from the content[28]
Writing	• Specify the purpose for writing and keep it in mind • Predict the sequence of events or the content of the text • Refer to the information of the writing project or to outside support • Ask oneself whether what is written is actually what one means[29]
Problem	• Use various reference frameworks to address a problem or situation • Refer to similar problems solved in the past • Ask questions • Explore possible solutions
Memorization	• Repeat the information • Visualize the information • Bundle the information by category • Establish links with previously acquired information

Knowledge of learning strategies makes learning easier, and also improves motivation. Showing students howto read an informational text, take notes or solve a problem, for example, is an excellent way to help them control a task, become more engaged therein and, as a result, learn more easily. In addition, if the strategies become automatic, space will be freed up in the working memory and it will be more functional. For this reason, it is important to practise the strategies repeatedly to ensure that they are applied automatically.

Metacognitive strategies

Metacognition is "knowledge about one's own mental processes and the use of that knowledge to manage or control them."[30] Metacognition is based, first, on the knowledge a person has of his or her own way of learning and of learning strategies; and, second, on his or her ability to regulate or adjust those strategies.

Metacognitive strategies can be used to plan or evaluate a task, as well as to support motivation and control emotions. Most students with learning difficulties, however, find it difficult to use metacognitive strategies, and this tends to maintain the negative learning experience/low motivation dynamic. Teachers must show students how to use metacognitive strategies to break out of this vicious circle.

28. Québec, Ministère de l'Éducation, *Québec Education Program* (Québec: Gouvernement du Québec, 2001), p. 91 [Free translation].
29. Ibid, p. 93 [Free translation].
30. Louise Lafortune, Pierre Mongeau and Richard Pallascio, *Métacognition et compétences réflexives* (Sainte-Foy: Logiques, 1998), p. 314 [Free translation].

Use of strategies for intervention

It is possible to improve students' chances of success by encouraging them to use strategies properly. "However, simply teaching the strategies does not seem to have a significant effect on the students' motivation to use them; other intervention measures must also be used to address emotional and motivational variables."[31] This is why students must be helped to establish the connection between their own efforts and success and failure. They must also be made aware of the need to use the strategies properly in order to achieve success. Lastly, they must realize that a strategy that works for someone else may not work for them.

There are certain guidelines that must be followed in teaching strategies effectively. The main guidelines are as follows:

- the strategies must be taught in context, in other words in connection with a task
- it is better to teach a few strategies in depth than many strategies superficially
- the first strategies to be taught should be those of recognized effectiveness
- the students must be taught when and how to apply the strategies so that they can use them in a broader context
- the teacher must supervise the application of the strategies and provide feedback

IN SHORT

Cognitive and metacognitive strategies play a key role in the learning process. If used effectively, they increase the chances of success. Students with learning difficulties have memory-related deficiencies because they use the wrong strategies to retain information. In addition, in many areas of learning at school, these students find it difficult to use appropriate cognitive and metacognitive strategies in a range of subjects.

This is why they must be taught a variety of strategies, particularly memorization strategies, such as repeating, visualizing or bundling information. Emotional and motivational aspects must also be taken into account.

4.6 Focus on reading at the elementary and secondary levels

The ability to read plays a fundamental role in the learning process. It is essential in the development of a range of academic competencies and has an important influence on them. For example, it is hard for a student to solve a problem or complete a project if he or she cannot understand written information. This, however, is a daily reality for many students with learning difficulties.

Ninety per cent of students with learning difficulties have reading problems,[32] which begin at elementary school and continue into secondary school. For example, 75% of students who have reading problems in the third year of elementary school still have problems when they begin secondary school,[33] and reading problems are the main reason for failure at the secondary level.

Reading difficulties can be caused by individual factors or, in certain cases, be linked to pedagogical variables—for example, the overall concept of the act of reading. Some students are not focused on the meaning of reading, because the messages they receive lead them to believe that reading is a process of decoding.

In addition, research has shown that many students with learning difficulties show "weakness in terms ofthe metacognition needed both to identify words and manage comprehension,"[34] and that these students tend to avoid contact with books and writing.

Intervention must, as a first step, address the concept of the act of reading. Books must be placed in a prominent position in the classroom. The students must be encouraged to develop the desire to read, for example, by ensuring that they are surrounded by model readers. Reading to the students, and discussing what they themselves have read, is a powerful incentive.

Intervention must also target the effective use of cognitive and metacognitive reading strategies, at both the elementary and secondary levels. The impact of intervention will be increased if it is incorporated into, and becomes a regular part of, everyday classroom life.

31. Jean Archambault and Roch Chouinard (1996), p. 142 [Free translation].
32. Lise Saint-Laurent (2002), p. 140.
33. Ibid., p. 137.
34. Lise Saint-Laurent (2002), p. 164 [Free translation].

Most people who work with students with learning difficulties believe that they should be given shortened or simplified texts to read. However, research[35] has shown that, like other students, students with learning difficulties benefit more from reading unabridged, interesting and substantial texts. Most students can read different types of texts, and even books, if they are given the necessary support.

Cooperative learning and peer tutoring are two interesting ways of varying reading approaches. Another way is for students to listen to a recording of texts that they will have to work with. Reading circles, which give students an opportunity to share their opinions on various types of text, are another tool that can be used.

Guided reading and reciprocal teaching[36] are two effective approaches for helping students with comprehension problems to practise reading while developing their ability to understand texts. Other approaches include story mapping and recall.[37]

Teaching students to read is one of the main focuses of the early years of elementary education, but reading tends to get less attention as students progress through the school system. Research has shown, however, that it is necessary to accentuate the focus on reading, especially at the secondary level where reading is a fundamental competency that underlies all kinds of learning. It has been reported that "50% of secondary school students, or even 92% in certain cases, have difficulty reading effectively in order to learn."[38] Particular emphasis should be placed on reading in the first years of both elementary and secondary education.

Various strategies have been designed to help students learn through reading, These strategies target secondary school students considered to be at risk in a reading-based learning context, and are summarized in the table below.

TABLE 6*

Characteristics of students with learning difficulties and intervention strategies for reading-based learning

Possible characteristics of students with learning difficulties	Intervention strategy of relative effectiveness
Low general academic performance and reading ability • Reading comprehension problems • Difficulty processing information in texts other than narrative texts • Difficulty summarizing text • Information retention problems • Behaviour patterns aimed at avoiding reading • Perception that they receive a great deal of assistance from teachers • Reliance on a strategy requiring the teacher to read the texts	• Introduce study guides adapted to the student's needs and, at times, use them to direct discussion about reading • Introduce visual organizers and, at times, use them to direct reading • Explicitly teach various learning and self-regulation strategies that are useful in a classroom context • Present an audio recording of a text in addition to having students read it (integrate learning strategies during the reading) • Emphasize structured peer tutoring (practices and feedback) • Implement training sessions to acquire vocabulary (in the short term)

* Source: S. Cartier, *Apprendre en lisant à l'école : étude des interventions effectuées auprès d'élèves du secondaire qui éprouvent des difficultés d'apprentissage (publication forthcoming)* [Free translation].

35. Jocelyne Giasson, "L'intervention auprès des élèves en difficulté de lecture : bilan et prospectives," *Éducation et francophonie*, online scientific journal XXV, no 2, Fall-Winter 1997, p. 4 (in French only), <http://www.acelf.ca/revue/XXV2/articles/r252-05.html>.
36. See Appendix V.
37. Ibid.
38. Sylvie Cartier and Manon Théorêt, *Lire pour apprendre : une compétence à maîtriser, mise en œuvre en première secondaire*, research report, September 2002, p. 5 [Free translation].

Regardless of the strategies used, intervention measures for reading must be differentiated, since this is one of the most effective ways to reach various types of readers. Support or remedial measures for students experiencing the most difficulty should also be planned.

In order to differentiate the intervention measures used for reading, all providers of student services must collaborate. For example, remedial specialists can help plan intervention measures intended to prevent read- ing-related learning difficulties. Speech therapists can help prepare and implement activities to develop phonological awareness. Psychologists can suggest approaches for teachers that will help the students acquire certain reading strategies.

IN SHORT

Reading is extremely important for the development of many different competencies, and reading skills become increasingly important in many subjects at the secondary level. This is why reading must be made a focus of intervention at both the elementary and secondary levels, especially during the first cycle at each level.

Intervention approaches should use unabridged texts on topics the students find interesting. They should also be designed to encourage the use of cognitive and metacognitive strategies, and to accommodate the application of differentiated teaching.

4.7 Remain aware of male/female achievement patterns

In recent years, a great deal of attention has been paid to the academic situation of male students, since it is clear that, in general, they are less likely than girls to achieve academic success. Although boys succeed as well as girls in mathematics and science at the elemen- tary level, they succeed less well in reading and writing, a situation that continues right up to the end of secondary school.[39]

During the preschool years, boys are twice as likely as girls to experience learning or adjustment difficulties,[40] and the situation continues throughout their years at school. Boys are also three times more likely to drop out of school than girls.

The differences in academic achievement between boys and girls seem to be linked, to a large extent, to their attitudes toward school. Girls display behaviour patterns associated with academic success: listening, participation, compliance with rules, etc., whereas boys tend to be more turbulent and more interested in games and sports than academic subjects.

Overall, girls have a culture made up of values, attitudes and behaviours that promote academic success, whereas boys have a culture that leads to difficulties and academic failure. However, neither culture nor social background alone can dictate success or failure.[41]

Some authors specifically identify two factors that can influence boys' and girls' attitudes toward school: gender and social background. According to this view, boys and girls perceive social roles based on the values promoted by their families, socioeconomic environment and peers. "In general, students (whether boys or girls) are more likely to achieve academic success if they are from a privileged background. Concerning gender as a variable, it is clear that girls perform better at school than boys, regardless of their social background, andthat the gap between boys and girls is greater among students from more disadvantaged backgrounds."[42]

Parents from a less privileged socioeconomic environment tend to promote gender-based values. For boys, types of behaviour seen as typically masculine are encouraged, i.e. individuality, aggressiveness, competition. For girls, another set of behaviour patterns, including gentleness, the ability to listen, and availability are promoted as more feminine.

39. Conseil supérieur de l'éducation, *Pour une meilleure réussite scolaire des garçons et des filles* (Québec: Gouvernement du Québec), 1999, p. 32.
40. Ibid., p. 32.
41. Pierrette Bouchard, Éric Meunier and Diane Veillette, *Comprendre et intervenir pour réduire les écarts de réussite scolaire entre garçons et filles*, microprogram on academic achievement, Université Laval, 2001-2002 school year, p. 8 [Free translation].
42. Conseil supérieur de l'éducation (1999), p. 33 [Free translation].

Teachers also have a role to play in the reproduction of gender-based stereotypes. The values they transmit and the behaviour patterns they promote for one or both genders influence the attitudes of their boy and girl students. Thus, girls are perceived in a more positive light than boys, because they are more likely to meet teachers' expectations.

Regardless of whether the differences between boys and girls are due to the persistence of gender stereotypes or other reasons, there is no longer any doubt that intervention measures must be differentiated, up to a point, for boys and girls. The emphasis must be placed on finding the best ways to achieve this objective.

Possible solutions

Several possible solutions have been explored in order to respond specifically to the different needs of boys and girls. The solutions are sometimes general, and sometimes more targeted. Most have received consensus support, but some are still hotly debated.

Opinions are divided as to the best way to meet the supervision needs of boys and girls. There is also controversy concerning a return to segregated, gender-based classes or schools.

With regard to student supervision, several authors state that intervention measures for boys and girls must necessarily be differentiated. In their view, boys require more supervision, particularly during adolescence. On the other hand, Chouinard and Blondin state that "the same standards of behaviour must be enforced and the same disciplinary techniques used for students of both sexes."[43]

Some people have suggested that grouping students by gender is the best way to meet the respective needs of boys and girls. Others believe that segregation increases the rivalry between boys and girls, reduces the potential for friendship between the two sexes, and increases stereotyped behaviour patterns.[44]

In this document, the emphasis is placed on a non-segregated approach based on differentiated teaching. Flexible organizational models, sometimes involving students of the same sex grouped for a limited period of time, are used.

Aside from the small number of elements on which they disagree, most authors tend to concur on several possible solutions. They suggest:

- making parents more aware of the effects of gender stereotypes on academic achievement
- helping fathers understand the importance of contributing to their children's emergent literacy
- presenting male role models that emphasize academic achievement
- ensuring that both boys and girls can develop a sense of belonging to their class and their school
- leaving students room to move around freely and take part in more physical activities
- keeping students interested by creating a rich environment that appeals to both boys and girls; for example, students can be offered a range of stimulating projects, and the use of computers in the classroom can be encouraged
- developing reading and writing skills among boys as well as girls by integrating reading and writing into a range of activities likely to appeal to all students; boys are generally more interested in action and adventure, while girls prefer texts that focus on emotions and interpersonal relationships
- paying more attention to the learning styles of students of both sexes
- making school staff more aware of the role they play in reproducing certain gender stereotypes, for example by providing information on teenage development and behaviour

43. Roch Chouinard and Eugénette Blondin, *Différences d'attitudes et de comportement en classe selon le sexe de l'enseignant et des élèves*, paper presented at the symposium Organisation de la classe, REF 98 colloquium, Toulouse, p. 14 [Free translation].
44. Ibid., p. 9.

In an approach based on differentiated teaching, boys are as likely as girls to achieve educational success. The implementation of the reform should ensure that several new ways of meeting the needs of all students are explored.

IN SHORT

Boys' educational achievement is a concern for schools, given that boys are more likely to fail and that more boys than girls drop out of school. A contributing factor to this phenomenon seems to be the notion of perpetuated sexual and social stereotypes.

Although it is clear that intervention is needed to ensure that stereotypes are not perpetuated, the initial focus must be on consideration of different ways of learning. Students must be offered learning conditions that are adapted to their individual characteristics, regardless of gender.

It is extremely important to continue to seek way to intervene in order to lessen the difficulties encountered by boys, while continuing to encourage the educational achievement of girls.

4.8 Take into account periods of vulnerability

During their academic careers, students sometimes experience situations at school or in their lives that can lead to learning difficulties. Examples include the various transitions between the preschool and secondary levels, and the range of problems they may encounter outside school, such as the separation of their parents, illness, death, etc.

4.8.1 The transition from preschool to elementary school and from elementary to secondary school

The transition from preschool to elementary school and from elementary to secondary school often undermines the continuity of students' education. These transitions should be designed, however, to allow students to continue to develop from one stage to the next.

For this reason, various ways to resolve the problems linked to the preschool-elementary transition are explored below, along with ways to establish bridges between the different levels of education.

Preschool-elementary transition

For students, there is a considerable difference between what they experience at the preschool level and what they experience when they reach elementary school. In preschool education, they are used to working in small groups and being able to move around in the classroom, handle objects and chat with their friends. Activities are often play-oriented and carried out in the form of projects.

In most elementary-level classrooms, starting immediately in Grade One, students have less freedom to move around and work in small groups only occasionally. In addition, activities are generally more static and relyless on the handling of objects. Children sometimes have to read, write or count as part of activities that are seemingly unconnected to their everyday lives or to a specific project.

It is important to reduce the gap between preschool and elementary education, and initiatives in this regard have already been undertaken in several schools. For example, some schools organize joint projects involving students from both preschool and Elementary Cycle One. Other schools schedule a visit by kindergarten students to an Elementary Cycle One class, at the end of the school year. These initiatives are promising, but are not enough to eliminate the difficulties that students encounter during transition from one level to the next. To ensure a more harmonious transition, adjustments must be made to the curriculum at both the preschooland elementary levels.

As pointed out by Martinez, "The pedagogical methods and practices emphasized at the kindergarten level are determining factors in whether or not a student will succeed in learning at school. The idea is to ensure learning continuity between the kindergarten level and the start of elementary education, rather than emphasizing the interruption between childcare-based kindergarten and essentially learning-based elementary classes."[45]

45. Jean-Paul Martinez (1994), p. 97 [Free translation].

In preschool education, pride of place must be given to emergent literacy. The preschool education program deals with this aspect as part of the competency "to communicate using the resources of language." As mentioned above, reading-related activities should be carried out in a meaningful context. Students should not be asked to learn a series of letters by heart or to do a series of exercises. Instead, teachers should take advantage of all the opportunities presented by the lives of five-year-olds to further their learning.

Children can also be gradually introduced to slightly more structured activities in which listening becomes increasingly important. They can also learn to focus more on controlling their behaviour. Obviously, this approach requires teachers to remain attentive and assist students experiencing difficulties.

In Elementary Cycle One, especially Grade One, time must be set aside for more play-oriented activities. The classroom must also be set up to allow students to handle and explore objects, and to take part in activities other than those based on pencils and paper. For example, each classroom should have a corner set aside for mathematics, where the students can measure, construct and explore objects. It is also a good idea to introduce cooperative writing activities.

The introduction of the new Québec Education Program should help establish activities based on children's everyday lives and carried out as part of projects. Since one of the main goals of the program is to make students the principal agents of their learning process, classrooms should offer more activities in which students play an active, physical role and are able to move around. This should help establish a more continuous link between preschool and elementary education.

In addition, discussions between preschool and elementary-level teachers concerning student learning can help cement this link. It is also essential to share information on the individualized education plans of the students concerned.

IN SHORT

All possible steps must be taken to ensure a smoother transition from preschool to elementary school. The steps include better harmonization of pedagogical practices, and greater cooperation among teachers.

Elementary-secondary transition

In general, students arrive at secondary school at a time in their lives when they are already experiencing all the upheaval of puberty. According to Simmons and Blyth,[46] several changes that occur simultaneously, especially at the beginning of adolescence, can lead to problems for students, and these problems can be made worse by some of the characteristics of the school or student concerned.

Characteristics of the school

The size of the school is a factor that can influence the students' ability to adapt. A large school, although it offers many opportunities to make friends, can also create isolation and communication problems. For some young people, dealing with a large number of new faces is a major challenge. Simmons and Blyth[47] state that, when girl students move to a large school, their self-esteem and leadership drops. In addition, both boys and girls tend to participate less in extracurricular activities than they would in a small school, and their academic performance is weaker. Lastly, they state that boys are more likely to become victims in a larger school, pointing to the need to create havens within big schools to instill a sense of belonging.

46. Dale A. Blyth and Roberta G. Simmons, *Moving into Adolescence, the Impact of Pubertal Change and School Context* (New York: Aldine De Gruyter, 1987), p. 304.
47. Ibid., p. 308.

The organization of instruction is another aspect that must be considered in terms of the students' ability to adapt to secondary school. In elementary school, students are part of a stable group supervised by a single teacher, whereas in secondary school they have to change classrooms, groups and teachers frequently. In addition, instruction is subject-specific, which can make things more difficult for students. Certain organizational models should therefore be reviewed in order to adapt and diversify the services provided.

Characteristics of the student

Students with high self-esteem, who are popular with their fellow students and get good marks, are likely to experience transitions positively, even if they are facing other changes inherent to adolescence. On the other hand, students who have learning or behavioural difficulties or low self-esteem, or who lack family support, are more likely to experience difficulties when they graduate to secondary school.

Intervention measures aimed at facilitating the transition from elementary to secondary school

To facilitate the transition from elementary to secondary school, it is important to reduce the number of changes students have to deal with. During the first years of secondary school, it may be a good idea to create a structure resembling elementary school, with students assigned to the same teacher for several subjects. In large schools, one wing could be set aside for Secondary Cycle One students. It may also be beneficial for teachers at the elementary and secondary levels to exchange information about their teaching methods, so that elementary school teachers can tailor some of their methods to the secondary school approach. Similarly, secondary school teachers could adjust their methods to ensure continuity with what their students experienced at the elementary level.

In addition, a key element in transitions is being able to maintain contact with peers. It appears that membership in a group has a positive influence on educational success and behaviour. Feldman and Elliot[48] describe a study in which some schools kept peer groups together during transitions. The students in these peer groups had better academic results, adapted better and had fewer psychological problems than those in the control groups where students were not kept together. Monitor-ing over a four-year period showed that twice as many students in the control groups eventually dropped outof school.

IN SHORT

The transition to secondary school occurs at a time when students have to face many different changes in their lives, and it is often difficult for them to deal with all the changes at the same time. Schools must reduce change to a minimum by offering students an environment that is not too unlike what they are used to. They must also improve students' ability to adapt by preserving their networks of friends. In this way, school will become a protective factor.

4.8.2 Specific problems experienced by the student

Students can encounter various problems during their schooling. These problems, for example, divorce, the death of a relative, teenage pregnancy, physical and emotional abuse, etc., constitute risk factors and can be detrimental to their educational success.

Internalized and externalized problems are also risk factors for students' progression through school. It is important to note that teachers and other staff seem to be less concerned by internalized problems than externalized problems, even though the former impact on student success.

Internalized problems, such as simple phobia, separation anxiety, hyperanxiety and major depression,[49] affect girls more than boys. According to a survey by Santé Québec, girls have higher levels of psychological distress than boys.[50] They also have a higher hospitalization rate following suicide attempts, a situation that is not without consequences for their academic learning.

48. S. Shirley Feldman and Glen R. Elliot, *At the Threshold, the Developing Adolescent* (Cambridge: Harvard University Press, 1993), p. 218.
49. Conseil supérieur de l'éducation, *Pour une meilleure réussite scolaire des garçons et des filles*, (Québec: Gouvernement du Québec, 1999), p. 29.
50. Ibid., p. 31.

Boys, on the other hand, tend to have more externalized problems such as hyperactivity, oppositional defiant disorder and behavioural problems.[51] In addition, suicide is more common among boys than among girls.

Aggressive behaviour by elementary school students can continue into secondary school and lead to aca- demic failure. "We may conclude that boys who are considered to be the most aggressive at a particular time prior to secondary school run a high risk of failure, and that boys with an ongoing aggressive condition have practically no chance of 'survival'"[52] (the author uses the term "survival" to mean the potential for pursuing one's studies and not dropping out).

Aggressive behaviour during childhood seems to be part of a continuum that includes delinquent behaviour during adolescence. Often, this type of behaviour leads to alcohol and drug abuse.[53] It is thus important to act early, at the preschool stage, to bring into play the protective measures that can reduce risk factors. Prinz et al.[54] have identified three protective factors that can reduce the risk of behavioural problems, drug and alco- hol abuse and academic failure. They are: family and social support, a positive school atmosphere and mas- tery of reading.

The importance of students' life experience must not be minimized, and support must be provided as soon as they run into a difficult situation. The influence that one factor may have on another must also be taken into consideration. For example, for girl students, povertyand low academic achievement increase the risk of pregnancy during secondary school. The same factors may be the consequence of motherhood during adolescence, since teenage mothers are more likely to encounter academic difficulties and to experience difficult financial situations.

Teachers and student services staff play a crucial role for students who encounter problems, whether those problems are internalized or externalized. They must carry out their work in partnership with the health and social services and community resources concerned, as required by the situation.

IN SHORT

Various factors such as divorce, the death of a relative or physical and emotional abuse can have a negative impact on academic achievement. The same is true of any problem, whether internalized or externalized by the student.

Students experiencing difficulties of this sort must be given support. Protective factors can also be used to reduce risk factors, whether provided by the family, the school or the social environment.

This chapter discusses many different options concerning the transition from preschool to elementary school, and from elementary to secondary school. However, attention must also be given to students who graduate from school to the workforce, since some of them need support in order to achieve social or vocational integration.

This transition must be planned within the context of an individualized education plan, and carried out in collaboration with the various partners concerned, including health and social services institutions, employment agencies, etc.

Students with learning difficulties may need support as they move from one level of education to another. The support should, ideally, be defined by management practices that target student success, as discussed in the following chapter.

51. Conseil supérieur de l'éducation (1999), p. 29.
52. Richard E. Tremblay, "Les enfants violents à l'école primaire : qui sont-ils et que deviennent-ils?" in *La violence chez les jeunes* (Montréal: Sciences et culture, 1995), p. 138.
53. Ronald J. Prinz et al., *The Early Alliance Prevention Trial: A Dual Design to Test Reduction of Risk for Conduct Problems, Substance Abuse, and School Failure in Childhood* (New York: Elsevier Science Inc., 2000), p. 288.
54. Ibid., p. 288.

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54. Ibid., p. 288.

Chapter 5

Management practices targeting student success

The objective of the reform, to ensure that as many students as possible achieve educational success, calls for a review of certain management practices. In particular, it is important to target:

- **an organizational structure focused on the school's mission**
- **diversified services adapted to students' abilities and needs**
- **a management style that fosters participation**
- **organizational choices made with a view to integrating students into regular classes or the neighbourhood school**
- **evaluation of the actions undertaken and their outcome**
- **a fair and transparent distribution of resources**
- **a concern for ensuring professional development for all school staff members**

5.1 An organizational structure focused on the school's mission

Schools must focus on their mission, which is to impart knowledge to students, foster their social development and provide them with qualifications. The various partnerships that schools establish with the community must be compatible with this mission, pursued within the framework of an educational project and implemented by means of a success plan. One of the goals of a success plan is to make it easier to determine the conditions that will allow all students, including students with difficulties, to succeed.

A school's mandate is primarily educational. In fulfilling this mandate, it must work in concert with health and social service providers and other partners, but assert its leadership for actions carried out within its walls. Although schools have considerable leeway in choosing the means that will enable them to fulfill their mission, they must always ensure that the actions other parties may propose are consistent with its own educational project.

5.2 Diversified services adapted to students' needs and abilities

Schools must take up the challenge of adapting their services to the needs and abilities of all students and of distancing themselves from a category-based approach to learning difficulties. This is a change that will require the collaboration of all partners.

Methods must be developed to identify students' needs and abilities and ensure a suitable response thereto, in particular by using individualized education plans. It is also necessary to address learning difficulties from an educational standpoint, whereby the identification of needs ensures that the most appropriate intervention measures are selected.

Innovative new methods of supporting students in their learning process must be explored, and schools must continue to tap into their creativity in order to set up a range of services that are genuinely adapted to the needs of their students.

5.3 A management style that fosters participation

The reform of the education system encourages power sharing, as stipulated in several provisions of the Education Act. This is why the choices made by schools and school boards must increasingly reflect a participatory approach in which all players have input in the decision-making process.

Several school boards have already implemented this kind of management style with school principals. Some schools have also adopted this approach to ensure that the school team has a say in decisions concerning pedagogical organization, especially as concerns the services to be offered to students with difficulties.

In a context of decentralization, all school staff members must be encouraged to take part in the organization of services. Moreover, the leadership of the school administration is indispensable in ensuring that all players target student success.

Participatory management ensures decision-making that is more reflective of the concerns of the group and encourages each member to play an active role in upholding these decisions.

5.4 Organizational choices made with a view to integrating students into regular classes or the neighbourhood school

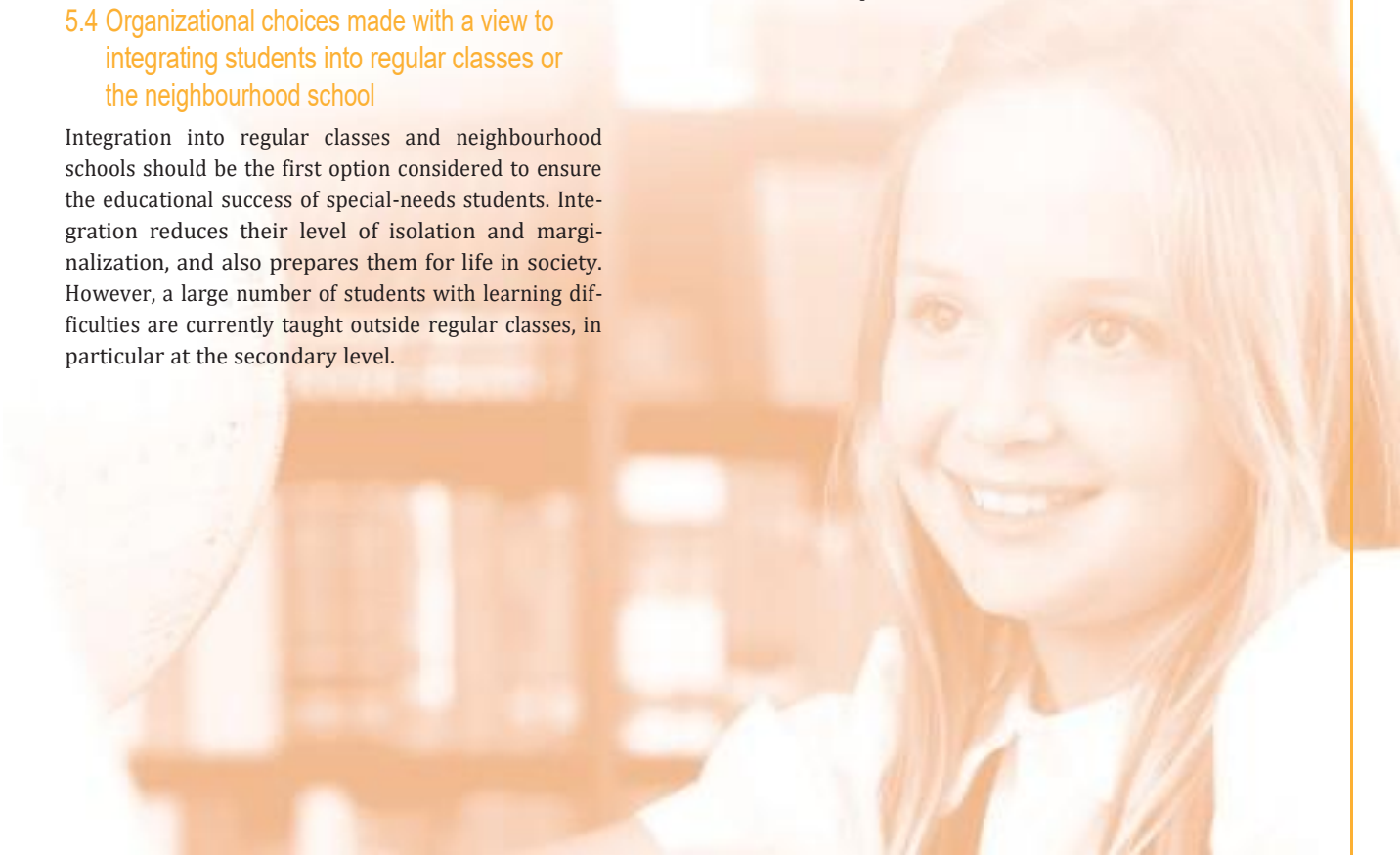
Integration into regular classes and neighbourhood schools should be the first option considered to ensure the educational success of special-needs students. Integration reduces their level of isolation and marginalization, and also prepares them for life in society. However, a large number of students with learning difficulties are currently taught outside regular classes, in particular at the secondary level.

It is important for schools to establish policies and practices that promote the integration of students with learning difficulties into regular classes. To facilitate this integration, various choices must be made. For exam- ple, a school may decide to place most of its students with learning difficulties in regular classes, thereby free-ing up a resource person to provide support.

In some cases, special classes are required. The decision to opt for this type of service should be made in response to the specific needs of a student or group of students, rather than on the basis of their assignment to a particular category of learning difficulties. It should also be backed up by an individualized education plan.

Ideally, special-needs students should mix with other students in the school, and take part in the same activities. In addition, with a view to consistency, they should come under the same organizational structure as the other students in their cycle.

To genuinely further integration, schools should ensure that special-education teachers have access to the same training programs as other teachers and are part of the cycle team. Schools should also focus on establishing integrated services that are in keeping with their mission and success plan.



5.5 Evaluation of the actions undertaken and their outcome

The actions taken by a school must be evaluated to ensure that they indeed foster success, in particular for students with learning difficulties. This evaluation must be based on individual and collective reflection on the actions taken.

Success plans must be designed for the purpose of gathering and analyzing the information required to evaluate the outcome achieved in terms of success for all students, including those with learning difficulties.In some cases, the analysis of this outcome may resultin changes or adjustments to the actions undertaken.

5.6 Resources distributed fairly and transparently

The Ministère de l'Éducation allocates significant funding for services for disabled students and students with difficulties, in particular those with learning difficulties. Under the Education Act, school boards are responsible for ensuring that this funding is fairly distributed among the schools concerned.

The concept of fairness requires that financial resources be allocated according to the needs and characteristics of both students and schools. Transparency requires the school boards to inform schools and the community about the use made of the funding received.

In keeping with these guidelines, schools must implement services that are adapted to the needs of their students. The services may vary; for example, they may be provided by teachers from the cycle team or, if particular expertise is required, by student services staff or outside partners.

The availability of resources is important but how services are designed and delivered by schools and school boards can be another means of ensuring better use of these resources for supporting students with special needs.

5.7 A concern for ensuring professional development for all school staff members

The numerous changes faced by all school staff members, including administrators as well as those in direct contact with students, can become a burden if they do not have access to appropriate types of professional development.

Professional support is one of the best ways to implement the changes introduced by the reform. Universities must also be involved in creating new training formulas for school staff. In addition, professional networks can be set up to allow teachers to exchange information, training tips and tools. Training can also take other forms, for example, courses taughtby peers or experts, research-action, etc.

Regardless of the form the training may take, it must be based on continuity. Time must be set aside for teachers to try out the new approaches and for periods of reflection and review.

IN SHORT

Management styles must reflect the orientations of the reform. They must bank on partnership and target student success as their main goal.

To ensure educational success, the needs of all students must be met in a context of integration. In addition, priority must be given to professional development for all staff members.

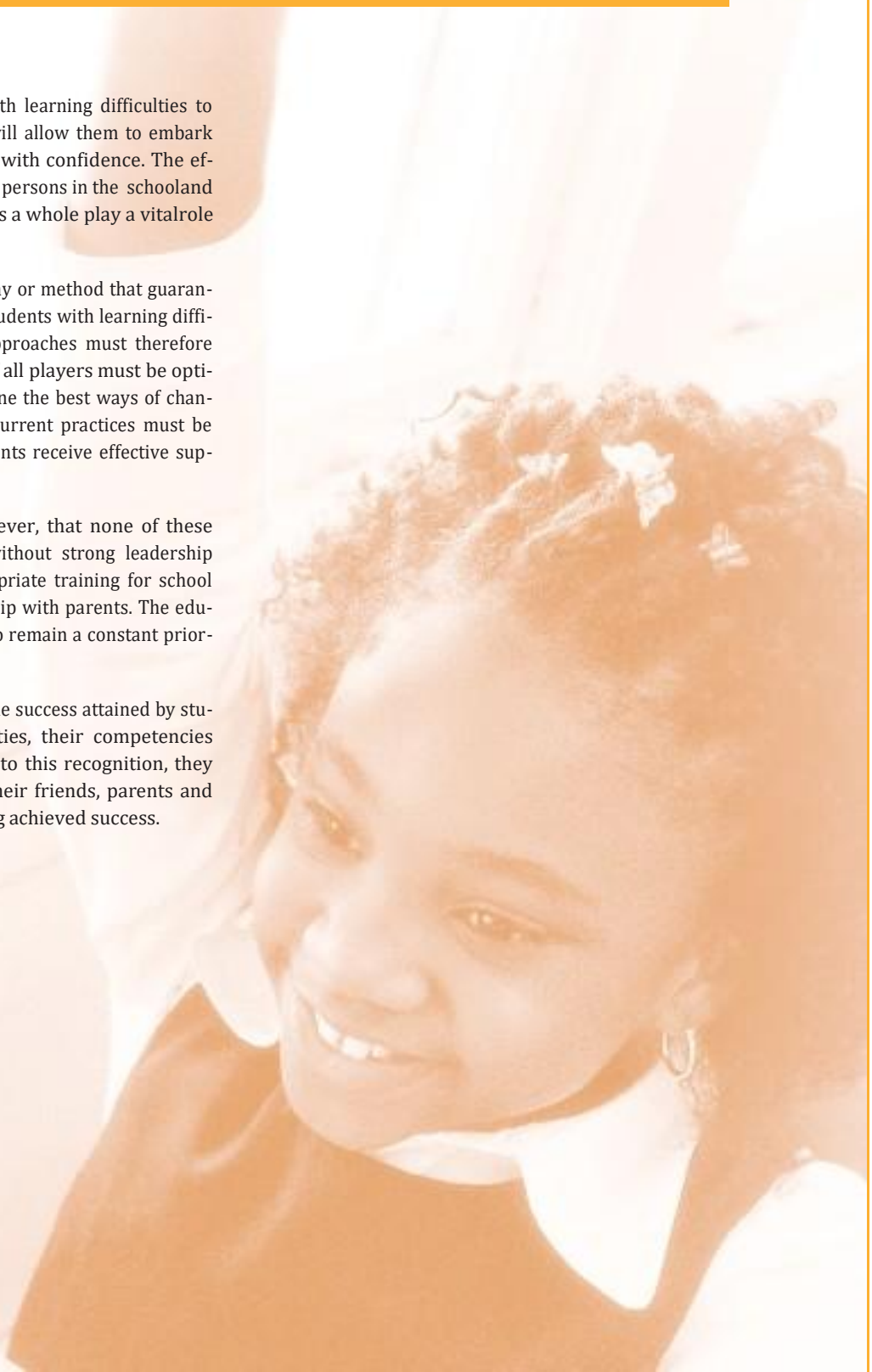
Conclusion

It is essential for students with learning difficulties to have access to training that will allow them to embark upon all stages of their lives with confidence. The efforts of their parents, resource persons in the schooland the educational community as a whole play a vitalrole in this regard.

However, there is no single way or method that guarantees educational success for students with learning difficulties and many different approaches must therefore be explored. The strengths of all players must be optimized so as to jointly determine the best ways of channelling their energies. Some current practices must be reviewed to ensure that students receive effective support.

It goes without saying, however, that none of these objectives can be attained without strong leadership from school principals, appropriate training for school staff, and a dynamic partnership with parents. The education of all students must also remain a constant priority.

To provide tangible proof of the success attained by students with learning difficulties, their competencies must be recognized. Thanks to this recognition, they will be able to share, with their friends, parents and teachers, their pride at having achieved success.



Appendixes

PROVISIONS OF THE EDUCATION ACT THAT AFFECT THE SITUATION OF STUDENTS WITH LEARNING DIFFICULTIES

THE MISSION OF A SCHOOL:

- is, in keeping with the principle of equality of opportunity, to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study
- is pursued within the framework of an educational project defined, implemented and periodically evaluated with the participation of the students, the par- ents, the principal, the teachers and other school staff members, representatives of the community and the school board (ss. 36 and 36.1)

RESPONSIBILITIES OF THE GOVERNING BOARD:

- The governing board shall adopt, oversee the implementation of and periodically evaluate the school's educational project (s. 74).
- The governing board is responsible for approving the student supervision policy proposed by the principal.

  This policy shall include measures relating to theuse of non-teaching and non-scheduled time for instructional or educational purposes, the organization of extracurricular activities and the development of approaches to foster academic success(s. 75).
- Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and report on the level of quality of such services.

  The governing board shall make public the educational project and the success plan of the school.

  Each year, the governing board shall report on the evaluation of the implementation of the success plan.

  A document explaining the educational project and reporting on the evaluation of the implementation of the success plan shall be distributed to the parents and the school staff. The governing board shall see to it that the wording of the document is clear and accessible (s. 83).
- The governing board is responsible for approving the approach proposed by the principal for the implementation of the basic school regulation (s. 84).
- The governing board is responsible for approving the overall approach proposed by the principal for the enrichment or adaptation by the teachers of the objectives and suggested content of the programs of studies established by the Minister and for the development of local programs of studies to meet the specific needs of the students at the school (s. 85).
- The governing board is responsible for approving the approach proposed by the principal for the implementation of the student services and special educational services programs prescribed by the basic school regulation and determined by the school board, or provided for in an agreement entered into by the school board (s. 88).

RESPONSIBILITIES OF THE PRINCIPAL:

- The principal, under the authority of the director general of the school board, shall ensure that educational services provided at the school meet the proper standards of quality (s. 96.12).
- The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, the principal shall:

  1. coordinate the analysis of the situation prevailing at the school and the development, implementation and periodical evaluation of the school's educational project

  1.1. coordinate the development, the review and any updating of the school's success plan

  2. ensure that the proposals required under this chapter are prepared and submitted to the governing board for approval

  2.1. ensure that the governing board is provided all necessary information before approving the proposals made under this chapter

  3. encourage concerted action between the parents, the students and the staff, their participation in the life of the school and their collaboration in fostering success

4. inform the governing board on a regular basis concerning the proposals approved by the principal under section 96.15

If the principal fails or refuses to submit to the governing board a proposal concerning a matter within the purview of the governing board within 15 days of the date on which the governing board requests the proposal, the governing board may act without such a proposal (s. 96.13).

- In the case of a handicapped student or a student with a social maladjustment or a learning disability, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student himself, unless the student is unable to do so, shall establish an individualized education plan adapted to the needs of the student (s. 96.14).

RESPONSIBILITIES OF THE SCHOOL BOARD:

- Every school board shall, subject to sections 222 and 222.1, adapt the educational services provided to a handicapped student or a student with a social maladjustment or a learning disability according to the student's needs and in keeping with the student's abilities as evaluated by the school board according to the procedures prescribed under subparagraph 1 of the second paragraph of section 235 (s. 234).
- Every school board shall adopt, after consultation with the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, a policy concerning the organization of educational services for such students to ensure the harmonious integration of each such student into a regular class or group and into school activities if it has been established on the basis of the evaluation of the student's abilities and needs that such integration would facilitate the student's learning and social integration and would not impose an excessive constraint or significantly undermine the rights of the other students.

  The policy shall include:

  1. procedures for evaluating handicapped students and students with social maladjustments or learning disabilities; such procedures shall provide for the participation of the parents of the students and of the students themselves, unless they are unableto do so

  2. methods for integrating those students into regular classes or groups and into regular school activities as well as the support services required for their integration and, if need be, the weighting required to determine the maximum number of students per class or group

  3. terms and conditions for grouping those students in specialized schools, classes or groups

  4. methods for preparing and evaluating the individualized education plans intended for such students (s. 235)

PROVISIONS OF THE BASIC SCHOOL REGULATION FOR PRESCHOOL ELEMENTARY AND SECONDARY EDUCATION

Student services for which programs are to be established under the first paragraph of section 224 of the Education Act (R.S.Q., c. I-13.3) shall include the following:

- support services designed to provide students with conditions that are conducive to learning
- student life services designed to foster students' autonomy and sense of responsibility, [...] as well as their feeling of belonging to the school
- counselling services designed to help students throughout their studies, with their academic and career choices, and with any difficulties they encounter
- promotion and prevention services designed to provide students with an environment conducive to the development of a healthy lifestyle and of skills that are beneficial to their health and well-being [...] (s. 4)

Student services provided under section 4 must include the following:

- services designed to promote student participation in school life
- services designed to educate students about their rights and responsibilities
- sports, cultural and social activities
- support services for the use of the documentary resources of the school library
- academic and career counselling and information
- psychological services
- psychoeducational services
- special education services
- remedial education services
- speech therapy services
- health and social services [...] (s. 5)

Special services are designed for students who, because of particular circumstances, require welcoming services and services providing assistance in learning French or home or hospital instruction (s. 6).

A student shall be promoted from elementary to secondary school after six years of elementary school studies; a student may however be promoted after five years of studies if he or she has achieved the objectives of the programs of studies at the elementary level and has acquired sufficient emotional and social maturity.

It is up to the school board responsible for the elementary education of the student to determine whether or not that student satisfies the requirements of the elementary level (s. 13).

Elementary education is organized into three cycles of two years each.

Secondary education is organized into two cycles: the first covers three school years and the second, two school years (s. 15).

Appendix III

LINES OF ACTION OF THE POLICY ON SPECIAL EDUCATION

1. Recognizing the importance of prevention and early intervention, and making a commitment to devote additional effort to this area

2. Making the adaptation of educational services a priority for all those working with students with special needs

3. Placing the organization of educational services at the service of students with special needs by basing it on the individual evaluation of their abilities and needs, by ensuring that these services are provided in the most natural environment for the students, as close as possible to their place of residence, and by favouring the students' integration into regular classes

4. Creating a true educational community, starting with the child and the parents and continuing with outside partners and community organizations working with young people, in order to provide more consistent intervention and better-coordinated services

5. Devoting particular attention to students at risk, in particular those with learning disabilities or behavioural difficulties, and determining methods of intervention that better meet their needs and abilities

6. Developing methods for evaluating students' educational success in terms of knowledge, social development and qualifications, assessing the quality of services and reporting results

DIFFERENTIATED TEACHING

(Examples of collaboration between various student service providers)

ROLE AND ACTIONS OF THE REMEDIAL SPECIALIST

- Collaborative consultation
  - identify individualized objectives
  - suggest intervention measures
- Cooperative instruction
  - teaching of strategies (e.g. revision of texts)
- Cooperative learning activities (reading circle, problem solving)
- Instruction for individuals or small groups
  - in the classroom (guided reading, writing workshop)
  - outside the classroom (Reading Recovery)
- Workshops for parents (SARAW program)
- Organization and supervision of reading tutorials (pool of student or volunteer tutors)
- Adaptation of instructional materials
  - supervision of availability of books required for teaching
- Evaluation
  (classroom observation,
  metacognitive questionnaires)

ROLE AND ACTIONS OF THE SPEECH THERAPIST

- Collaborative consultation (support for teachers)
- Leadership of classroom activities (main group and subgroups, for example: phonological awareness workshop)
- Therapy for problem cases
- Collaboration with parents
  - Emergent literacy workshops at the kindergarten level
  - Family literacy workshops in Grade 1 (SARAW program)

ROLE AND ACTIONS OF THE PSYCHOLOGIST

- Collaborative consultation
  - develop individualized objectives (IEP)
  - suggest intervention measures
    - Good-behaviour contract
    - Point system
    - Time-out
    - Reflection on behaviour
- Social skills workshops
  - in the classroom
  - outside the classroom
- Supply of materials for behaviour management
  - reflection sheets
  - behaviour checklists
- Behaviour evaluation (classroom observation)
- Collaboration with parents

* Source: Lise Saint-Laurent

Guided reading	
Intervention measure	Instructional strategy designed to help students with word identification and text comprehension, by learning reading strategies through reading and writing exercises
Students targeted	Students with poor reading skills in Elementary Cycle One
Materials	Texts of various types, at a level of difficulty that represents a reasonable challenge for the students
Procedure	• Interactive reading • Interactive writing • Word study
Organization	In small, homogeneous groups (ensure students are not always assigned to the same group in order to prevent stigmatization)
Frequency	

Reciprocal teaching	
Intervention measure	• Instructional strategy designed to help students better understand texts and manage their comprehension
Students targeted	• Students who are generally able to identify words, but have difficulty managing their comprehension • Students in all three cycles of elementary school
Materials	Texts that the students are able to read easily
Procedure	• Selection of a text • Separation of the text into sections • Teaching of four strategies • Formulation of questions about the text • Identification of words or sections of the text that are hard to understand and methods to make them clearer • Summary of the part of the text read • Predictions about the rest of the text • Students read the first part of the text to themselves • Modelling of the four strategies by the teacher • Modelling done by each student in turn, supervised by the teacher
Organization	Large or small groups

Story mapping	
Intervention measure	Instructional strategy designed to help students understand and write stories
Students targeted	All students with comprehension difficulties in elementary school and the first years of secondary school
Materials	Stories likely to interest the students
Procedure	• The teacher explains how to use story mapping while reading the text out loud • The teacher asks the students to identify the elements that match the story structure and shows them how to complete the story mapping worksheet • The teacher reads another story and encourages the group to participate by asking them questions about the story structure • Practice in small groups
Frequency	First in large groups, then in small groups

STORY MAPPING WORK SHEET*

Title os story : _____

1 Characters

2 Place and time

3 Problem

4 Events

5 Resolution

* Translated from: Lise Saint-Laurent, *Enseigner aux élèves à risque et en difficulté au primaire*, p. 213.

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INFORMATION DOCUMENT

Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students

Québec

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Introduction

School staff members are asked to implement pedagogical differentiation[1] as a means of ensuring success for all students. In particular, the ministerial orientations set out in the *Québec Education Program* (QEP) present pedagogical differentiation as the main lever for the success of all students.

In the *Policy on Special Education*, the partners are also asked to work together in order "to help students with handicaps or social maladjustments or learning disabilities succeed in terms of knowledge, social development and qualifications, by accepting that educational success has different meanings depending on the abilities and needs of different students, and by adopting methods that favour their success and provide recognition for it."[2]

The purpose of this document is to clarify the notions of pedagogical flexibility, adaptation and modification of anticipated outcomes in connection with QEP requirements.[3] The methods available to support students in learning and evaluation contexts are also clarified.

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1. E.g. Québec, Ministère de l'Éducation, *Québec Education Program, Preschool Education, Elementary Education* (Québec: Gouvernement du Québec, 2001), p. 4; Québec, Ministère de l'Éducation, *Québec Education Program*, *Secondary Cycle One* (Québec: Gouvernement du Québec, 2004), p. 12-13; Québec, Ministère de l'Éducation, *Québec Education Program, Secondary Cycle Two* (Québec: Gouvernement du Québec, 2007), Chapter 1, p. 21; Québec, Ministère de l'Éducation, *Policy on Special Education* (Québec: Gouvernement du Québec, 1999), p. 20; Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), p. 16.
2. *Policy on Special Education*, p. 15.
3. The term *modification* will be used in the remainder of the text, for the sake of simplicity.

Support to be provided to students with special needs

Differentiation, in the form of **pedagogical flexibility, adaptation or modification**, is used to support students with special needs.

Pedagogical flexibility can be used by teachers to address the interests of and provide motivation for groups of students with different needs. It can also fulfill a supportive function.

However, for certain students with special needs, pedagogical flexibility may not provide enough support for them to make satisfactory progress towards the achievement of QEP requirements. In these cases, the process of the individualized education plans, in which both the students and their parents are involved, can be used to agree on additional measures.

The individualized education plan process begins with an analysis of the student's abilities and needs. Any adaptations and modifications required in addition to pedagogical flexibility are agreed upon and included in the plan, so that they can be taken into consideration by all the teachers working with the student, if they are applicable to the subjects concerned.

Adaptations and modifications alone are rarely sufficient for students to develop satisfactory levels of competency. To be effective, they must be used as part of a teaching approach that targets the student's specific learning needs, to allow for progress and encourage success.

Pedagogical flexibility will still be required even when adaptations or modifications have been introduced for a given student. Similarly, the fact of modifying anticipated outcomes should not exclude the use of adaptations.

It is also important for support measures to be monitored frequently, in every context in which they are applied, to make sure they are still relevant and effective, and to take the student's progress or changing needs into account.

The monitoring process will allow for adjustments to be made where appropriate, and for the measures to be removed if necessary.

Decisions concerning the use of adaptations or modifications should be consistent with the content of the *Administrative Guide for the Certification of Studies and Managementof Ministerial Examinations,* [4]and should reflect the Guide's requirements more closely as the student progresses.

4. http://www.mels.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/guide-de-gestion-de-la-sanction-des-etudes-et-des-epreuves-ministerielles-formation-generale/.

The next section of the document clarifies the notions of pedagogical flexibility, adaptation and modification.

Pedagogical flexibility

The aim of pedagogical flexibility is to allow all students to perform the activities proposed in the classroom, and to progress with their learning in line with QEP requirements for their group class level.[5] Pedagogical flexibility should be applied inall subjects, as a means of promoting educational success.

To do this, teachers can expand their intervention options, for example by adjusting their teaching strategies, modifying teamwork arrangements for students, changing their visual presentation of proposed situations, and so on.[6]

Teachers can use pedagogical flexibility to provide support or guidance individually or in small groups for students in difficulty, and also to encourage the students to take part in classroom activities and continue to learn.

In the case of ministerial examinations, the directives from the respective administration guides must be applied.

5. For special education groups, the level should correspond as closely as possible to the student's chronological age.
6. *Québec Education Program, Secondary Cycle Two*, Chapter 1, p. 20.

Adaptations

Adaptations included in an individualized education plan process are designed to help the student **to acquire and demonstrate the same learning as other students.** The fact that they are stipulated in the plan also ensures that they will be **monitored**.

Adaptations should have the following characteristics:

- They allow the student to **meet QEP requirements, like any other student.** In other words, they do not give the student an advantage; they therefore respect the principle of equality.[7]

- They give the student access to the learning and evaluation activities proposed in the classroom, by **mitigating any obstacles** the student may encounter as a result of his or her personal characteristics; they therefore respect the principle of equity.[8]

- They do not change the nature or requirements of learning or evaluation situations, since it is still the student who makes the choices and decisions, mobilizes the resources and so on.

Adaptations may be applied to different elements, such as the working environment, the conditions in which activities are performed,[9] reading, writing and calculation assistance, and so on.

It is important to make sure adaptations are consistent with ministerial orientations and guidelines. This means ensuring the student's cognitive engagement: in other words, the student, at all times and with support from the adaptations, must perform cognitive and metacognitive actions that allow him or her to acquire or demonstrate the proposed learning autonomously. The following diagram gives some examples.

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7. "Fair evaluation is also conditional upon the equality and equity of the evaluation process. Equality requires above all that all students have an equal opportunity to demonstrate what they have learned.

   … Equity requires that evaluation practices take into account the individual characteristics of certain students or the common traits of certain groups to ensure that evaluation does not contribute to increasing existing differences… The values of justice, equality and equity are in constant interaction. Thus, there can be no justice in the evaluation of learning unless equality and equity are ensured. Each student must be able to demonstrate the development of his or her competencies." *Policy on the Evaluation of Learning*, Chapter 2, p. 7.

8. *Idem.*

9. The phrase *conditions in which activities are performed* refers to the time at which the student performs the activity, the duration of the activity, the sequence in which its elements are performed, and what the student produces.

Diagram 1 – Examples of actions showing the student's cognitive engagement

Modification of anticipated outcomes in connection with QEP requirements

A modification is included in the individualized education plan as a means of helping the student to progress to the best of his or her ability towards the learning set out in the QEP for the academic level of his or her classroom group. **A modification involves reducing anticipated outcomes in connection with QEP requirements**. Consequently, it may be expedient to initially consider implementing adaptations.

Introducing a modification means making certain choices with respect to QEP program content (e.g. the features of the competencies or the evaluation criteria), in both learning and evaluation situations. It does not, however, mean using QEP content from a previous cycle or year.

Modifications may apply to one or two competencies or one or two subjects. However, it is important for school staff members, the student and his or her parents to be fully aware of the impacts such decisions may have on the student's educational path.

For example, information in the Comments area will be included on the student's report card, stating that the student has been evaluated using modified expectations. A distinctive indicator will also be used to denote the fact that anticipated outcomes in connection with QEP requirements have been modified for the student, and the student's results will not be included when calculating the group average for the subject. At the secondary level, the student will not obtain credits for the subject in question, even if only one of the competencies was modified.

Ongoing discussions are held with school staff members throughout the school year, to ensure, first, that the choices made are still relevant and effective, and second, that the student continues to progress.

The following table presents the main differences between support in the form of pedagogical flexibility, adaptation and modification.

Table 1 – Differences between support in the form of pedagogical flexibility, adaptation and modification

Pedagogical flexibility	Adaptation	Modification
• Allows the student to acquire and demonstrate the same learning as the other students	• Allows the student to acquire and demonstrate the same learning as the other students	• Allows the student to acquire and demonstrate the learning identified in the individualized education plan
• Meets a need that arises occasionally, or works in conjunction with an adaptation	• Meets a need that arises in several different contexts	• Implemented in exceptional cases, to allow the student to progress in a different way than other Québec students
• Planned by the teacher	• Planned jointly as part of the individualized education plan process	• Planned jointly as part of the individualized education plan process
• Implemented for a specific teaching period or for a specific number of activities	• Implemented in the subjects for which the adaptation is needed	• Implemented in the subjects for which the modification is needed
		• Denoted by a distinctive indicator in the report card

Conclusion

Pedagogical flexibility, adaptations and modifications all play a role, in their own way, in the success of students with special needs. However, if the students are to be given appropriate support that is consistent with ministerial orientations, the decision to use any of these three elements must be considered carefully.

The first aspect to consider is the student's individual needs. Any support given, regardless of the means chosen, must **address a learning-related need, whether in a learning situation or an evaluation situation**.

To determine whether the chosen support measure consists of pedagogical flexibility, adaptations or modifications, it is important to consider the **pedagogical aim, the context (learning or evaluation situation) and the student's cognitive engagement (cognitive and metacognitive actions performed autonomously by the student).**

Decisions concerning adaptations or modifications are made as part of the **individualized education plan process**.

Given the impacts on the student's educational path, it is important, when deciding whether or not to modify anticipated outcomes in connection with QEP requirements, **to consider both the advantages and the disadvantages of the choice, in the short and long terms**.

Appendix 1: Determining the type of support considered

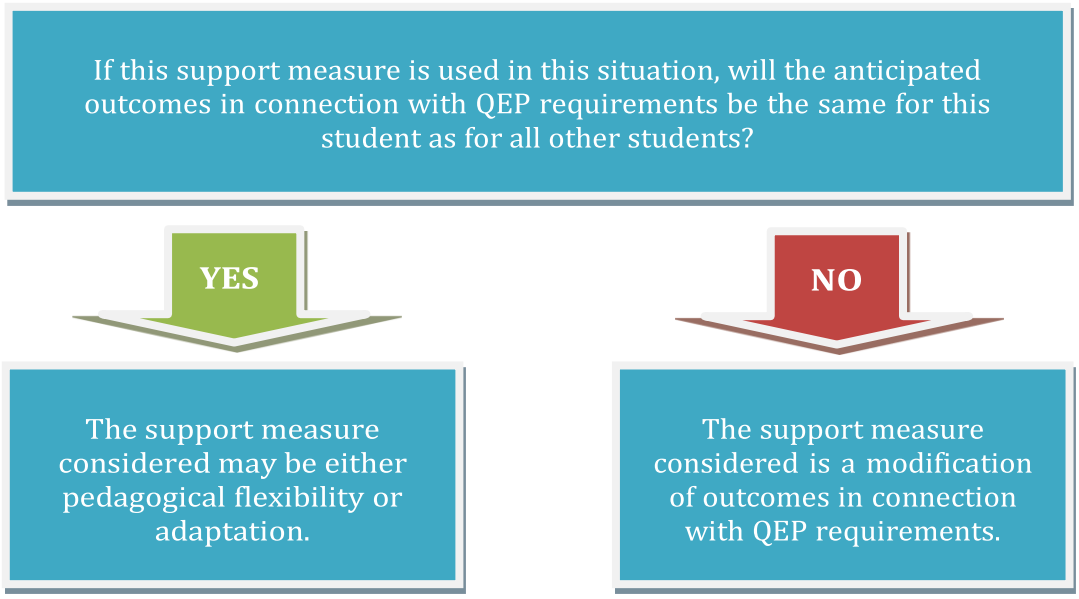
When determining whether the support considered for a student with special needs consists of pedagogical flexibility, adaptations or modifications, it is important, first, to consider those needs in detail, and second, to examine the situation from the standpoint of the following elements:

- pedagogical aims
- situational context
- the student's cognitive engagement

Table 2 – Analysis to determine the type of support considered

Pedagogical aims	• What learning does the situation target? • What outcomes are anticipated from the learning?
Situational context	• Will the target learning be evaluated? • Will the evaluation serve as a support to learning or as recognition of learning?
Student's cognitive commitment	• With this support, will the student perform the cognitive and metacognitive actions autonomously in order to acquire or demonstrate the learning?

Diagram 2 – Questions used to determine the type of support considered



As Diagram 2 shows, pedagogical flexibility and adaptations both allow students with special needs to satisfy QEP requirements. This is not the case for modifications.

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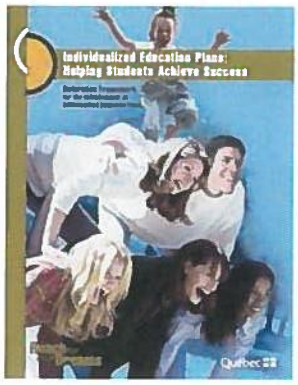
GUIDE TO USING THE FRAMEWORK FOR DEVELOPING INDIVIDUALIZED EDUCATION PLANS (IEPs)

Québec



Guide to Using the Framework for Developing Individualized Education Plans (IEPs)

Unless indicated otherwise, all definitions are taken from *the Reference Framework for the Establishment of Individualized Education Plans*, MELS, 2004.

Available at:
http://www.mels.gouv.qc.ca/DGFJ/das/soutienetacc/pdf/19-7053A.pdf

The Education Act

Handicapped student or student with a learning disability

96.14. In the case of a handicapped student or a student with a social maladjustment or a learning disability, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student himself, unless the student is unable to do so, shall establish an individualized education plan adapted to the needs of the student. The plan must be consistent with the school board's policy concerning the organization of services for handicapped students and students with social maladjustments or learning disabilities and in keeping with the ability and needs of the student as evaluated by the school board before the student's placement and enrollment at the school.

Individualized education plan

The principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis.

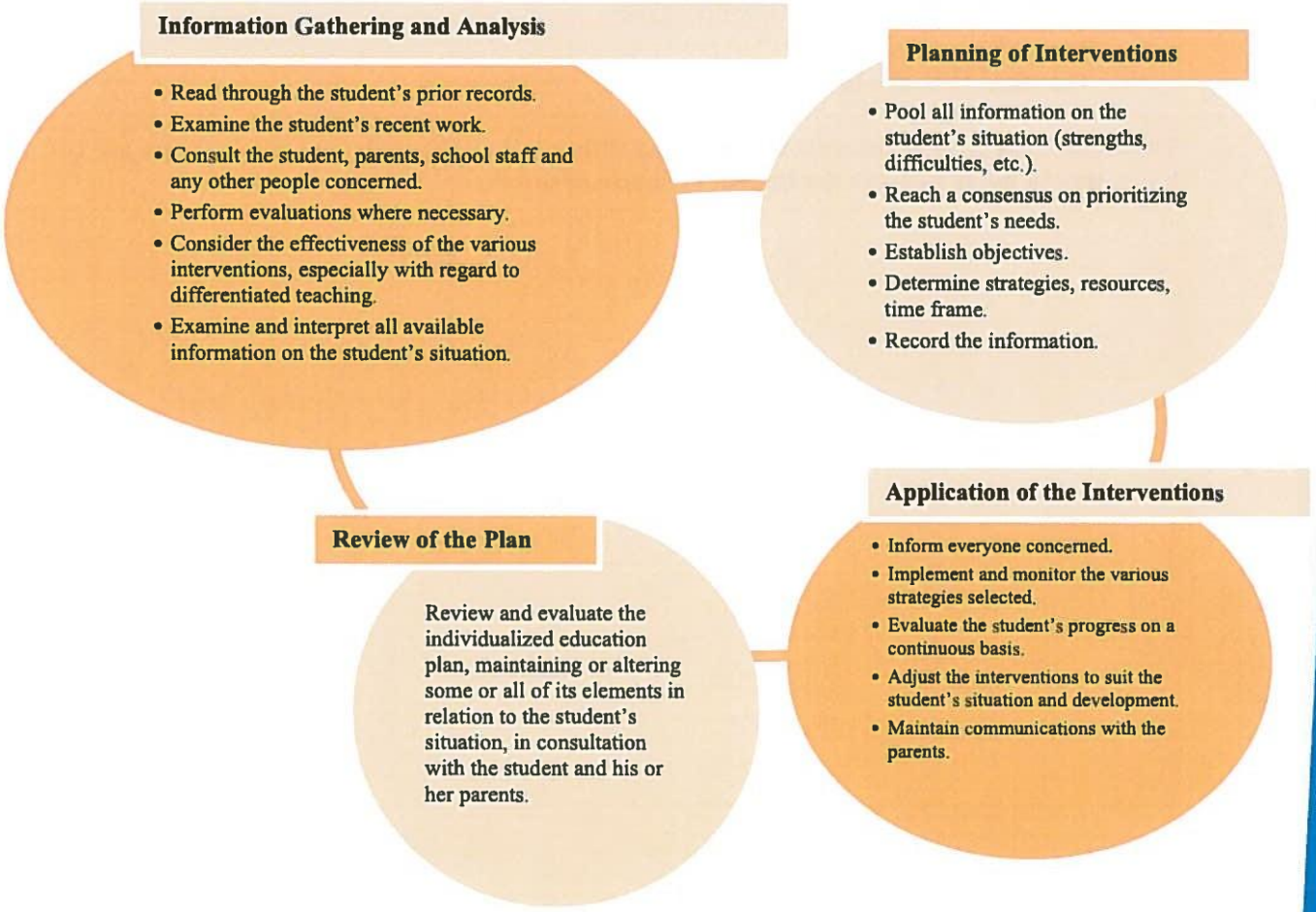
Available at:
http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I_13_3/I13_3_A.html

The Individualized Education Plan Process

The purpose of the IEP is to help a student who, because of a handicap or difficulties, needs adapted interventions in order to progress optimally in developing the competencies required for success.

It consists of a planned set of coordinated actions established as part of a joint action process. It is part of a dynamic process to help the student and is based on a systemic view (including personal, family, social and academic factors) of his or her situation and is implemented using a solution-centred approach.

Phases of the Individualized Education Plan



Based on the models in *Recension des écrits sur le plan d'intervention auprès des personnes handicapées ou en difficulté*, a research report prepared by Pauline Beaupré, Guy Ouellet and Sarto Roy (Québec: Gouvernement du Québec, 2002).

Abilities

Abilities consist of aptitudes that have been acquired or developed and that help a person to succeed at a physical, intellectual or professional activity.

It is important to focus on the student's aptitudes in order to help him or her make progress with regard to his or her needs and targeted goals.

Here are some examples:

- The student has good social skills with peers.
- The student finds solutions to his or her problems.
- The student can organize his or her workspace.
- The student is able to ask for help.

Avoid focusing on abilities such as the following:

- The student smiles a lot.
- The student has nice handwriting.

These examples refer to elements that will have little effect on the student's success. These are not levers we can use to improve the student's chances of success.

Needs

The concept of need is defined as the difference or gap between the target outcome and the existing situation. In the individualized education plan, a need reflects what is to be developed by the student in terms of the targeted competencies or what is required to enable the student to meet expectations.

It is important to identify the needs that require priority action.

Here are some examples:

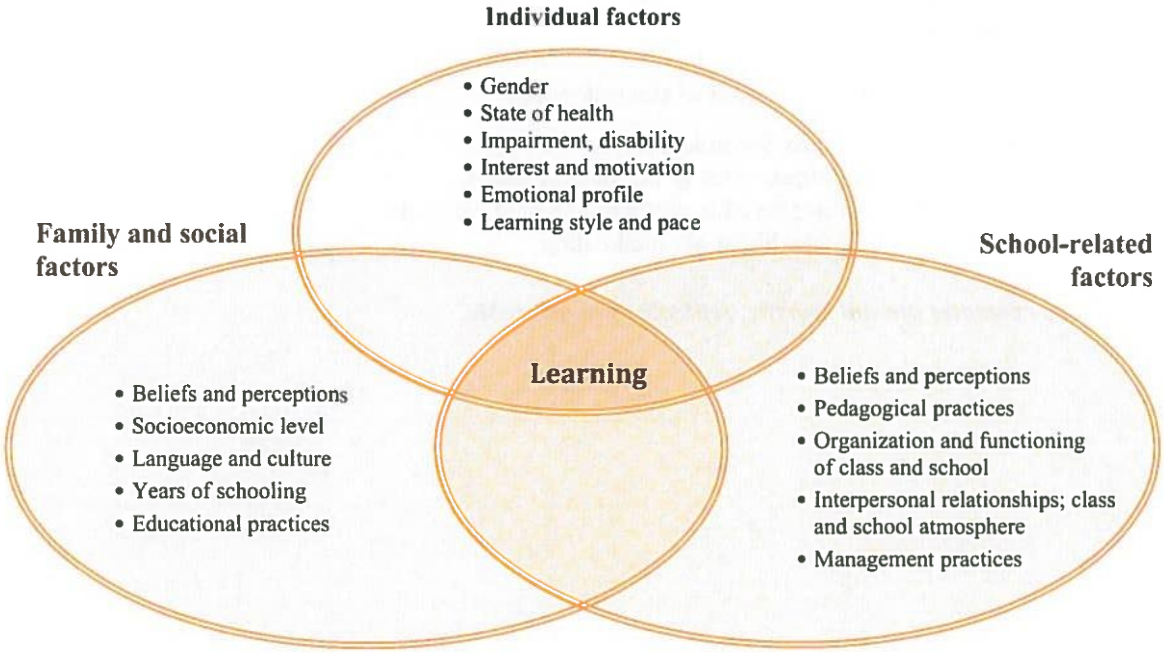
- The student will be able to control his or her impulses.
- The student will be able to organize his or her workspace.
- The student will improve his or her reading habits.

Avoid focusing on needs such as the following:

- The student must take his or her medication.
- The student must see a resource teacher twice a week.
- The student must do his or her homework.
- The student must be evaluated by a child psychiatrist.

These examples do not concern aspects that the child must develop. These are complementary strategiess or comments that could be added to the IEP, but over which the IEP team has no control. It is important to intervene, even if there are no complementary strategies or comments available.

Remember, the following factors can have an influence on learning:



Source: *Learning Difficulties: Reference Framework for Intervention*, MELS, 2004.
Available at: http://www.mels.gouv.qc.ca/DGFJ/das/soutienetacc/pdf/19-7051A.pdf

Objectives

An objective is a specific, definable, verifiable result achieved by focusing on consistent action and concerted effort over a given period of time. The wording of the objective will include an action verb, and one or more indicators will be required for evaluation purposes. These indicators, often in combination, may be varied and may refer to:

- the expected form (e.g. the proposed model)
- the intensity required (e.g. slowly, calmly)
- the anticipated frequency (e.g. four times out of five; no more than four times)
- the allotted time (e.g. for 10 consecutive minutes, during a period)
- compliance with certain requirements (e.g. in accordance with the process) (Goupil, 1991)

Remember that all interventions must be based on the outcomes defined in the Québec Education Program.

Available at: http://www.mels.gouv.qc.ca/sections/programmeFormation/index_en.asp

Here are some examples:

- The student will be able to complete a 150-word writing exercise if he or she is allotted an extra one third of the time normally allowed.
- The student will keep his or her attention on a given task for 15 consecutive minutes.
- Three times out of four, the student will use the conflict-resolution process he or she has been taught.

Avoid focusing on objectives such as the following:

- The student will pass Secondary I.
- The student will improve his or her reading skills.
- The student will improve his or her marks in all subjects.
- The student will take his or her medication.

These examples are not specific, realistic or measurable.

Types of Intervention

Strategies

Strategies are actions that can help reduce the gap between the present situation and the desired situation, so that the objective may be reached. The strategies used may involve human or material resources or educational approaches or actions to be implemented, specific tools to be used . . .

Here are some examples:

Objective: Three times out of four, the student will use the conflict-resolution process he or she has been taught.

Strategies:

- Become familiar with and apply conflict-resolution techniques taught during workshops.
- Use pictograms as reminders of the steps in conflict resolution.
- Train parents and give them the required materials so they can use the process within the family.
- Have the student conduct weekly self-evaluations.

Avoid focusing on the following objective and means:

Objective: The student will pass Secondary I.

Strategies:

- Meet with the resource teacher.
- Complete homework.
- Listen in class.

Types of Intervention

Adaptation

Adaptation consists of action that can help reduce the gap between the present situation and the desired situation, so that the objective may be reached. Adaptation can lead to a change in the way students with specific needs experience learning and evaluation situations **without modifying** the evaluation criteria (***Framework for the Evaluation of Learning at the Secondary Level*, 2006**).

Here are some examples:

Objective: The student will be able to complete a 150-word writing exercise if he or she is allotted an extra one third of the time normally allowed.

Strategies:

- Extend the time allotted for the exam by up to one third of the time normally allowed.
- Become familiar with and use an outline for composing a text.
- Give the student frequent reminders.

Allowable adaptation during evaluation:

- Extend the time allotted for the exam by up to one third of the time normally allowed.

Please refer to the *Administrative Manual for the Certification of Secondary School Studies*, Chapter 5, for further examples of allowable adaptations.

Available at: http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=fiche&id=1849

Types of Intervention

Modification

Modification consists of action that can help reduce the gap between the present situation and the desired situation, so that the objective may be reached. The strategies chosen lead to a change in the way students with specific needs experience learning and evaluation situations **and modify** the evaluation criteria. ***Remember that modifications may affect the possibility of obtaining a Secondary School Diploma*** (*Framework for the Evaluation of Learning at the Secondary Level*, 2006).

Objectives for Transition Planning

The transition from school to working life is an important one, and for some students special attention should be paid to this stage of their development. To facilitate the transition, the individualized education plan should include longer-term, multi-sector planning involving social and occupational integration for when the student leaves school. This longer-term planning should cover work, leisure, transportation and so on, and be included in both the individualized education plan and the service plan.

Examples of activities:

- Using different tools and means to identify the student's social and occupational interests;
- Planning activities to inform students and parents of different programs and resources they might find helpful;
- Providing structure in the form of defined phases with appropriate material and human resources for the student's passage from school to working life;
- Using a bank of locally developed joint activities or strategies.

The Ministère is currently working on this with its partners.

Review | Evaluation

Periodic follow-up and evaluation of student progress toward objectives in light of the strategies identified. Each student's needs will determine the frequency with which his or her plan is reviewed.

A review of the individualized education plan can lead to one of five outcomes:

- The objective and strategies are maintained.
- The objective is maintained but the strategies are modified.
- The objective and strategies are modified.
- The objective is reached.
- The objective is dropped.

It is important to work together with all participants during this phase.

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