

# CASP-II EDUCATION PROGRAM

## A COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION

### Information for parents

#### A program to support your child in leading an active life after completing their education

The CASP-II Education Program is a continuation of the CASP-I Education Program – A Competency-Based Approach to Social Participation. It is intended for teachers who work with students aged 16 to 21 with moderate to severe intellectual disabilities who are transitioning from school to active life. It aims to prepare these students to become active members of society and to participate fully in social life, enabling them to flourish in their communities and fulfill their aspirations. The program also aims to help them acquire the skills and attitudes necessary to develop self-determination in order to make choices, take decisions, adapt, build self-esteem, and set realistic goals.

Students aged 16 to 21 face several challenges in being able to fully participate in society. One of these challenges is to enrich their knowledge and strategies related to understanding written messages, using numbers, and managing time, space and money. Although these skills were taught as part of the CASP-I Education Program, they are also included in the CASP-II Education Program, given their importance for students aged 16 to 21. Another challenge students face is learning to make greater use of digital tools, including applications and interfaces designed to meet their needs. The CASP-II Education Program encourages creating conditions that enable students to develop their autonomy, particularly with regard to using digital technology to accomplish tasks or for their own enjoyment.

This document will provide you with a broad outline of the CASP-II Education Program, complete with examples of the types of learning your child will do as well as information on the role of evaluation in the program. It will help you understand the changes introduced by the CASP-II Education Program, so that you can collaborate with the school to help your child achieve success according to their abilities.

## Broad outline of the CASP-II Education Program

The CASP-II Education Program includes competencies to be developed, as well as life areas and complementary areas with associated knowledge to be acquired. The school's role is to help your child gradually develop the competencies outlined in the CASP-II Education Program by expanding their range of knowledge, thereby strengthening their social participation and self-determination.

### Education focused on competency development

The CASP-II Education Program focuses on the development of six competencies that will serve your child throughout life. These competencies are designed to provide students with the essential tools they need to function in different areas of their lives and adapt to a variety of everyday situations. For the sake of continuity, the first five are the same competencies as in the CASP-I Education Program, reformulated to establish the desired progression for students aged 16 to 21. However, because students are in the final stage of their education, it was necessary to add a sixth competency. This competency gives students the opportunity to explore contributive activities<sup>1</sup> that interest them and to test their choices as part of volunteer or sociovocational work. The table below presents the six competencies, along with an explanation of each.

COMPETENCY	FOCUS OF THE COMPETENCY
<b>Communicates</b>	Your child learns to express their needs in everyday situations, satisfy those needs, and converse with members of the community in a variety of situations, both orally and in writing.
<b>Uses information</b>	Your child learns to consult a variety of information sources related to a need or area of interest, such as a bus schedule or their favourite website, and to identify useful information that allows them to take action or discover new areas of interest.
<b>Interacts with others</b>	Your child learns to get involved in group life, participate in social activities, and pay attention to others while taking their place. Your child also learns to adopt appropriate behaviours to respect the rules of certain places as well as social norms.
<b>Acts methodically</b>	Your child learns to perform tasks of varying complexity by following procedures and using the required materials. During these activities, your child develops the ability to complete tasks and adjust to requirements and constraints.

<sup>1</sup> The term "contributive activities" refers to activities involving the production of goods or services that are of use to the community, in a setting other than the family. Contributive activities may take the form of volunteer work, a practicum, a work program or a job. They enable people to integrate into society while developing their competencies and gaining self-esteem through work.

COMPETENCY	FOCUS OF THE COMPETENCY
<b>Acts in a safe manner</b>	Your child learns to recognize which behaviours to adopt and which to avoid in order to ensure their safety, to follow safety rules, and to take preventive measures adapted to the situation. Your child also learns how to act when faced with a dangerous situation, an emergency, or an unexpected event.
<b>Participates in contributive activities</b>	Your child learns to choose a contributive activity that suits them and to try it out. During this experiment, your child learns to demonstrate the behaviours expected in the workplace, to apply the safety rules specific to the environment, and to respect social norms.

### Life areas that take young people's interests and needs into account

In order to inspire young people and foster their desire to learn, schools must take students' interests and needs into account. The life areas help motivate students by allowing them to make connections between what they learn in school and situations in their daily lives. They cover different aspects of their lives so that students can acquire the knowledge they need to meet their personal, social and vocational needs. The CASP-II Education Program includes six life areas with the educational aim of developing students' autonomy and facilitating their social integration.

- **Personal Care and Well-Being:** to help students adopt responsible behaviours conducive to their health and well-being
- **Home Life:** to help students learn to meaningfully participate in everyday home life
- **Community Life:** to help students learn to use community services to meet their needs while respecting the rules of community life
- **Leisure:** to help students learn to select and participate in recreational activities that improve their well-being
- **Travel:** to help students learn to navigate their immediate environment and their community
- **Volunteer and Sociovocational Work:** to help students learn to explore volunteer and sociovocational work with a view to finding contributive activities adapted to their personal characteristics

## Complementary areas

To foster your child's social participation, five areas complementary to the life areas have been chosen for their importance and contribution to students' education: *English Language Arts*, *Mathematics*, *Information and Communications Technologies*, *The Arts*, and *Physical and Sports Activities*. Each complementary area focuses on acquiring specific knowledge that contributes to your child's overall development.

- **English Language Arts:** oral communication, reading and writing
- **Mathematics:** reading, writing and understanding of information containing numbers; reading, writing and understanding numbers; operations and operations involving numbers; measuring length, temperature, capacity, mass and time
- **Information and Communications Technologies:** vocabulary, basic techniques and procedures, using technological tools, safety and digital ethics
- **The Arts:** artists, cultural venues, artistic events, works of art, trades and occupations related to the arts, and documentary resources
- **Physical and Sports Activities:** sports figures and inspiring events, individual physical and sports activities, group physical and sports activities, venues, and safety

## Evaluation as a tool for following your child's development

In the CASP-II Education Program, the aim of evaluation is to help your child learn. Teachers adjust their teaching to your child's needs in order to support their progress. To encourage participation, they give your child guidance to help them overcome their difficulties. With support, your child will gradually learn to assess their own work and recognize their strengths and difficulties.

To help you follow your child's progress and provide them with the necessary support, the teacher uses various means to assess their progress and keep you informed. The teacher will communicate with you in a variety of ways, including the report card, which is sent out three times a year. Your child's teachers will determine which competencies to evaluate each term and will provide you with this information at the beginning of the school year.

Teachers evaluate the six competencies of the CASP-II Education Program using the scales of competency levels. Each scale contains five levels, ranging from "Emergent" to "Advanced," corresponding to the main stages of the competency's development. These are benchmarks that make it possible to follow your child's progress with regard to competency development. Each level includes a four-point qualitative scale (A, B, C, and D) to indicate the degree of support provided by an adult. This makes it possible to evaluate the progress made within a given level. Adult support varies according to your child's needs and ceases when they are ready to exercise their competency independently. This information is provided to you in the report card. The teacher's judgment is therefore expressed in the form of two grades: your child's competency level, and the degree of support provided by an adult. This judgment is based on observations of your child's learning, without making any comparisons with other students in the class. The teacher may talk to you about ways you can help your child make progress.

## Attestation of competencies

By following the CASP-II Education Program, your child will have had opportunities to develop competencies that are essential for participating in society. These competencies will enable them to cope with the demands of everyday life, take part in community activities, and play a valued role in the community. At the end of their schooling, they will receive an attestation of competencies confirming that they have completed their education under the CASP-II Education Program.

## For further information

For further information, consult the CASP-II Education Program at [www.education.gouv.qc.ca](http://www.education.gouv.qc.ca) or contact the administration of your child's school.