

CASP-II EDUCATION PROGRAM

A COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION

CASP-II Education Program

for Students Aged 16 to 21

Coordination and content

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MESSAGE FROM THE MINISTER

Québec schools are responsible for enabling all students to develop and take their place in society. Some young people have special needs, and it is our duty to offer them tailored tools and support to help them succeed and fulfill their potential. The *CASP-II Education Program – A Competency-Based Approach to Social Participation* was developed with this in mind. It is intended for students with moderate to severe intellectual disabilities aged 16 to 21, an age at which they are starting a major transition to adult life. This program is a continuation of CASP-I and has the same objective: to help these students participate fully in community life and realize their aspirations.

The program provides learning that takes students' interests, abilities and needs into account with a view to motivating them to learn. It allows them to continue developing their competencies and acquire the knowledge they need to make choices and take their place in their community. Of course, everything depends on collaboration between the school and the family, since parents play a key role in their child's success and development.

I would like to thank everyone who took part in the development of CASP-II, including the teachers, school administrators, education consultants, regional support services and expertise officers, researchers and MEQ partners. Their skills and involvement made it possible to develop a comprehensive program adapted to students' real needs.

Schools are meant for all students. We have a great responsibility toward those with special needs, and I am convinced that the CASP-II program will have a positive impact on their schooling.

Bernard Drainville
Minister of Education

FOREWORD

The CASP-II Education Program is the logical continuation to the *CASP-I Education Program – A Competency-Based Approach to Social Participation*. It is intended for teachers of students aged 16 to 21 with moderate to severe intellectual disabilities who are transitioning from school to active life. This being said, the program aims to prepare these students to act as responsible citizens in their community and in society as a whole, ready to play an active role in the job market. It sets out the most effective orientations and the learning required to foster their educational success.

The CASP-II Education Program replaces the adapted curriculum *Challenges: An educational approach that facilitates social integration* (1996). It is intended for students with moderate to severe intellectual disabilities to whom the provisions concerning subject-time allocation do not apply, as stipulated in section 23.2 of the *Basic school regulation for preschool, elementary and secondary education*. The CASP-II Education Program is not associated with any specific group of students, and can be applied in regular or special classes.

Chapter 1 presents the general context that led to the development of the program, as well as the challenges faced by students aged 16 to 21 with intellectual disabilities. It explains the threefold mission of schools and the program's two educational aims: to foster social participation and to develop self-determination. It also sets out the educational orientations and the preferred pedagogical context that serve as foundations for educational interventions. Lastly, it describes the components and prescribed elements of the CASP-II Education Program: life areas, complementary areas and competencies.

Chapter 2 explains the program's six competencies. These competencies are intended to provide students with the tools they need to participate in different spheres of life and adapt to the various aspects of community life. The six life areas and the five complementary areas, chosen for their importance and relevance in students' education, are described in Chapter 3. Chapter 4 lists the learning elements associated with the life areas and complementary areas. The learning elements correspond to the resources required to help students develop competencies.

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CHAPTER 1

Introduction to the CASP-II Education Program

CHAPTER 1 – INTRODUCTION TO THE CASP-II EDUCATION PROGRAM

BACKGROUND

In recent decades, a collective debate on how schools should be adapted to new sociocultural realities led to changes in our education system. The Ministère de l'Éducation made a concerted effort to prepare young people for the challenges they were likely to face, in particular by establishing the Task Force on Curriculum Reform. The choices made were presented in the educational policy statement *Québec Schools on Course* (1997), which explained the changes that need to be implemented to set the course for success and shifted the focus from “access for all” to “success for all.” This clearly stated orientation opened up new avenues to allow for classroom integration of students with intellectual disabilities and to provide an educational environment within which they would receive the support they needed to succeed.

In line with the educational policy statement, the *Education Act*, amended in 1998, formally established the threefold mission of schools, namely to provide instruction, to socialize and to provide qualifications. The Act states that every school board and school service centre must adopt a policy concerning the organization of educational services aimed at meeting the needs of all students with handicaps or social maladjustments or learning disabilities.

The Policy on Special Education, *Adapting Our Schools to the Needs of All Students*, published in 1999, presented a clear, coherent orientation to ensure that students with disabilities, social maladjustments or learning difficulties would benefit from the reform in the same capacity as other students. This orientation, which would underpin all interventions and mobilize all partners, was defined as follows: “To help students with handicaps or social maladjustments or learning disabilities achieve success in terms of knowledge, social development and qualifications.”¹ With this in mind, the challenges were to accept that educational success has different meanings depending on the needs and abilities of different students, and to adopt methods to promote their success and provide recognition for it.

By adopting the *Policy on the Evaluation of Learning* in 2003, the Ministère confirmed its position on success for all students. Evaluation would be used as a tool for helping students achieve educational success. It would help students learn, thereby contributing to their intellectual, affective and social development, regardless of their specific abilities or needs. This position, reflected in the Policy's orientations, would guide teachers in their evaluation practices. The orientations concerning formative evaluation,

¹ Québec, Ministère de l'Éducation, *Adapting Our Schools to the Needs of All Students, Policy on Special Education* (Ministère de l'Éducation, 1999), 15.

professional judgment, respect for differences, consistency with the programs and collaboration between different partners would play a key role in the evaluation of students with intellectual disabilities.

The government policy *Equals in Every Respect: Because Rights Are Meant to Be Exercised*, published by the Office des personnes handicapées du Québec and adopted in 2009, aimed to enhance the social participation of people with disabilities. It was firmly rooted in the right to equality, and contained policy objectives aimed at creating a more inclusive, connected and equitable society respectful of the choices and needs of people with disabilities and their families. In the long term, the efforts of all partners involved would foster the full participation of people with disabilities in society and would have a beneficial effect on all citizens.

In 2017, by adopting the *Policy on Educational Success: A Love of Learning, a Chance to Succeed*, the Ministère de l'Éducation et de l'Enseignement supérieur once again made known its desire to recognize the diversity of students and their contribution to society, and gave priority to their needs, regardless of any disabilities or difficulties they might have. The Policy also stated the importance of helping all students achieve their full potential and creating inclusive environments for learning.

In its brief to the Minister of Education published in 2017, *Toward a School Enriched by All Its Students: Adapting to Student Diversity, From Kindergarten to Secondary 5*, the Conseil supérieur de l'éducation confirmed the need to adapt to student diversity and needs. It recommended that schools put in place the conditions needed to satisfy the learning needs of all students by emphasizing the value of diversity and fostering the development of good relations among students and between teachers and students and their parents.

The *Digital Competency Framework*, published by the Ministère de l'Éducation et de l'Enseignement supérieur in 2019, was designed to help students develop a set of skills necessary to ensure the confident, critical and creative use of digital technologies to achieve objectives with regard to learning, work, leisure, and inclusion or participation in society. The Framework includes twelve dimensions, four of which are essential for promoting the social participation of students with intellectual disabilities: *Developing and mobilizing technological skills*, *Collaborating via digital technology*, *Communicating via digital technology*, and *Using digital tools to foster inclusion and address diverse needs*.

The *National Strategy for Labour Market Integration and Maintenance of Handicapped Persons 2019-2024*, published by the Ministère du Travail, de l'Emploi et de la Solidarité sociale, proposed a variety of measures to ensure the sociovocational integration and maintenance of employment of people with disabilities, including those with intellectual disabilities. Its measures were aimed at fostering the full participation of people with disabilities in the job

market and confirmed the need for them to remain active in the community and feel valued.

Based on the ministerial orientations and the recommendations of government agencies, the CASP-II Education Program was developed with a view to providing all students with moderate to severe intellectual disabilities, regardless of their abilities, with the basics required to achieve their desired level of sociovocational integration. The program is based on the principles of inclusion, solidarity and equity, with a view to enabling these students to take their rightful place in society.

CHALLENGES FACED BY STUDENTS AGED 16 TO 21 WITH INTELLECTUAL DISABILITIES

The period between ages 16 and 21 marks the start of a major transition for students with intellectual disabilities, since, once they leave school, they must begin their active life.² While they are in school, activities are organized and structured for students. Once they leave school, their life will change, and this will have an impact on how they spend their time, their social network, and their community, social and work-related activities. It is therefore essential to prepare students to remain active members of society and participate in such a way as to enable them to achieve self-fulfilment in their community and realize their aspirations. Developing the program competencies will help them achieve these goals.

Students aged 16 to 21 also face other challenges in their quest for optimal social participation. One of these is enhancing their background knowledge and strategies when it comes to understanding written messages, using numbers and managing time, space and money. Although these skills were addressed in CASP-I, it is important to reinforce them by proposing meaningful activities in new contexts and a variety of situations. It is by developing their competencies that students will consolidate the learning they need to make sure they have the autonomy required to function in daily life.

The massive influx of digital technologies in every sphere of life poses a challenge for students with intellectual disabilities, who, like everyone else, must be able to take advantage of technological advances to empower themselves. Schools are responsible for putting in place the conditions necessary for students to learn to use digital tools, including applications and interfaces created to meet their needs, so that they can develop self-determined behaviours and participate fully in society. Digital technology is a resource that should be used to help students. The adoption of pedagogical practices that take into account the rapid evolution of digital tools is essential for helping students develop their digital autonomy. School must prepare them to use digital technologies for entertainment, but more importantly to enable them to use them effectively when faced with everyday challenges.

² In this program, a person who lives “an active life” carries out everyday tasks, makes choices concerning their leisure activities, friendships and romantic relationships, and plays a social role that is recognized in the community and that corresponds to their areas of interest.

Another of the challenges faced by students aged 16 to 21 is developing their life plan. In their transition from school to active life,³ they receive the support they need to make choices based on their aspirations, interests, needs and abilities. The collaboration of the student, their parents, the school team and other partners is one of the conditions for a successful transition.

The participation and role of each partner are determined based on the student's objectives for transitioning to active life. The school's mission, in keeping with the principle of equal opportunity, is to provide instruction, socialize and provide qualifications for students. The CASP-II Education Program contributes to this mission by helping students develop the competencies they need to function in every sphere of life. In learning activities and practicums, students learn more about themselves, practise making choices, and take on new responsibilities. These activities enable them to gradually develop the autonomy and ability to act they need to integrate and participate fully in society. The learning helps them establish a life plan, which will evolve over the course of their education. By supporting students' overall development, the CASP-II Education Program contributes to the TSAL process, which includes other components, such as intersectoral collaboration and the family's commitment.⁴

The TSAL process also ensures that students and their families benefit from the complementarity and continuity of services, especially health and social services, that meet student needs based on their life plan. To this end, schools establish contact with parents and partners and ensure their collaboration. They monitor the process and make revisions as needed. Planning the TSAL process makes it possible to take into account their needs when organizing the required services and to maximize timely access. It also ensures better complementarity between the actions of the different partners involved.

³ Québec, Ministère de l'Éducation et de l'Enseignement supérieur, *Guide for Supporting the Transition From School to Active Life (TSAL)* (Ministère de l'Éducation et de l'Enseignement supérieur, 2018).

⁴ Chantal Desmarais, Élodie Ross-Lévesque and Sarah Martin-Roy, *Pratiques de TÉVA : Outil d'analyse pour une équipe-école et ses partenaires* (Université Laval and Cirris, 2022).

THE THREEFOLD MISSION OF SCHOOLS

Schools have a mandate to help students achieve success and provide them with the tools necessary to realize their intellectual and emotional potential in their personal, social and working lives. It is important to accept that educational success has different meanings depending on the needs and abilities of different students, and to adopt methods that promote their success and provide recognition for it. Thus, the mission of all schools is to provide instruction, socialize and provide qualifications for all students.

Providing instruction to help students achieve their full potential

The primary responsibility of schools is to provide instruction. Although schools are not the only place where students learn, they play a vital role in the development of students' cognitive abilities. By taking student diversity into account, schools create an educational environment that enables students to acquire knowledge and develop competencies. These competencies are all the more essential since the students will soon be leaving school. In short, schools equip students to optimize their ability to function in society.

Socializing to prepare students to live together in harmony

Schools are ideal places for socialization. They help students learn how to live together and foster a feeling of belonging to the community. As a community made up of a diverse group of young people seeking independence and assertiveness, schools work to promote acceptance of differences and prevent the risk of exclusion by promoting the values underlying democracy and by making sure that students act as responsible citizens. Lastly, they provide students with more opportunities for social participation, allowing them to play a role within the school and in the community. Socialization is of capital importance in preparing students for an active life, since it allows them to consolidate useful social interaction skills.

Providing qualifications to facilitate social integration

The challenge for schools is to take the diversity of students into account and support their progress. They must provide a variety of opportunities for students to develop the competencies necessary to participate in community life. Volunteer and sociovocational work allow students to play a valued role in community activities. Each student should be able to leave school with an attestation of competencies confirming that they have completed their education, along with a record of learning stating the competencies developed, which will facilitate their social integration.

EDUCATIONAL AIMS

The two educational aims of the CASP-II Education Program are to foster social participation and to help students develop self-determination. They are intended to guide educational practices with students with intellectual disabilities so that they are able to participate fully in community life and exercise all their rights, based on their individual abilities. These practices should allow students to face the challenges of everyday life, take part in community activities and play a valued social role that contributes to their sense of self-worth. Schools are therefore a cornerstone in the creation of a more inclusive and equitable society for people with intellectual disabilities.

To foster social participation

In this program, the social participation⁵ of people with intellectual disabilities includes three key components: participating in meaningful activities in different contexts of daily life based on their age or culture; creating and maintaining reciprocal relationships with members of their community; and belonging to a group or social network. Social participation is expressed as a person's active presence in activities based on their choices, areas of interest and aspirations. They develop reciprocal relationships with peers and members of their community during these activities, which are an opportunity to receive support and encouragement. These experiences allow them to play a social role that is valued and contributes to their self-worth, which fosters the development of a sense of belonging to a group or a social network. Participating in volunteer and sociovocational work in the community reinforces the well-being and sense of belonging of people with intellectual disabilities.

Social participation⁶ is built on the shared values of welcoming, accepting and respecting others. It begins in familiar contexts through positive actions that contribute to self-worth, then extends into the community through meaningful exchanges and quality relationships in a variety of contexts. A person's level of social

⁵ Francine Julien-Gauthier, Colette Jourdan-Ionescu, Sarah Martin-Roy and Julie Ruel, "Pratiques éducatives reconnues pour la réussite de la transition de l'école à la vie active des élèves ayant des incapacités intellectuelles," *Transition de l'école à la vie active pour les jeunes ayant des incapacités* (Livres en ligne du CRIRES, 2018).

⁶ Patrick Fougeyrollas, "Construire le sens de la participation sociale," *Participation et responsabilités sociales* (Éditions scientifiques internationales, 2009), 115-122.

participation is determined by the interaction between personal factors and the social and physical elements of the environment. Thus, a student may find themselves in a disabling situation if nothing is done to help them overcome environmental obstacles. Conversely, a situation may foster social participation when measures are taken to overcome obstacles or introduce facilitators. The student can then perform everyday activities, establish social relationships and take on social roles.

School is a familiar environment for students, a place where they learn to exercise their power to act and develop relationships with their peers. In the CASP-I Education Program, students developed competencies to help them take their rightful place in activities at school and in the community. They are now encouraged to continue developing these competencies to increase their social participation. To this end, schools offer opportunities to participate in social, sports and recreational activities and to take part in personal or vocational projects in their community. Helping students develop their social participation is one way that schools can carry out their mission to socialize students.

To develop self-determination

Self-determination is a universal right recognized in the *Convention on the Rights of Persons With Disabilities*.⁷ For society, the challenge is to create conditions that enable people with intellectual disabilities to feel the dignity and respect to which all human beings are entitled. Their choices, wishes, desires and aspirations must be taken into account as much as possible.

There are different ways of conceptualizing self-determination. The conceptual elements used here are widely endorsed and apply to a school context. According to causal agency theory,⁸ an extension of the functional model of self-determination,⁹ self-determination is defined as a dispositional characteristic, requiring the development of a set of skills and attitudes, that allows a person to act as the causal agent in their own life, regardless of external influence. The person acts voluntarily based on their choices and preferences, and finds motivation in their need to exert a certain amount of control over their life. These voluntary actions are manifestations of self-determined behaviours that make them the causal agent in their life. Self-determined behaviours demonstrate different levels of autonomy, self-regulation, psychological empowerment and self-realization.

⁷ United Nations, *Convention on the Rights of Persons With Disabilities*, <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

⁸ Karrie A. Shogren, Michael L. Wehmeyer, Suzan B. Palmer and Anjali J. Forber-Pratt, "Causal Agency Theory: Reconceptualizing a Functional Model of Self-Determination," *Education and Training in Autism and Developmental Disabilities* 50, no. 3 (2015): 251-263.

⁹ Michael L. Wehmeyer and Yves Lachapelle, "Autodétermination, proposition d'un modèle conceptuel fonctionnel," *Défiance intellectuelle, savoirs et perspectives d'action* 1 (2006): 69-76.

- **Autonomy** is a person’s ability to make decisions, carry out those decisions and meet their specific needs.
- **Self-regulation** is a person’s ability to adjust to new developments and adapt to the challenges posed by their environment.
- **Psychological empowerment** is related to a person’s belief that they can exert a certain amount of control over their life.
- **Self-realization** is a person’s ability to act based on their understanding of their own strengths and limitations and to gain intrinsic satisfaction.

In this model, the development of skills and attitudes, including learning to make choices and decisions, adapt, appreciate their self-worth and set realistic goals, is essential for people with intellectual disabilities to develop self-determination. Students must learn and regularly practise these attitudes and skills in order to gradually become the causal agent in their life. Today’s technologies have an extraordinary ability to help people learn and adopt self-determined behaviours.¹⁰ They help them perform their everyday tasks and take the actions needed to participate more fully in society.

According to self-determination theory,¹¹ all human beings, regardless of their characteristics, aim to satisfy three fundamental psychological needs: autonomy (having control over their own behaviours), competence (being capable of taking action) and relatedness (having relationships with other people, belonging to a social group). The satisfaction of these needs is essential for a person’s integrity and well-being. It is important to recognize these needs and to provide conditions in which they can be satisfied through a variety of age-appropriate interventions. For students transitioning to active life, the goal is to put them in charge of their life plan and regularly recognize the development of their competencies and knowledge they have acquired. Self-determination theory also contends that there are different types of motivation, which differ in their degree of self-determination, that is, based on the degree to which an activity is carried out with a sense of free will and internal consistency. Creating an environment that supports students’ independence will have a positive impact on their motivation, since it helps them satisfy their need for autonomy, competence and relatedness.

¹⁰ Yves Lachapelle and Michael L. Wehmeyer, “L’autodétermination,” In *La déficience intellectuelle*, ed. Marc J. Tassé and Diane Morin (Gaëtan Morin, 2003), 203-214.

¹¹ Edward L. Deci and Richard M. Ryan, “The ‘What’ and ‘Why’ of Goal Pursuits: Human Needs and the Self-Determination of Behavior,” *Psychological Inquiry* 11, no. 4 (2000): 227-268.

The CASP-II Education Program builds on the CASP-I Education Program, which fosters the emergence of students' self-determination. Given the students' age, the development of self-determined behaviours is crucial. Believing in their ability to adopt self-determined behaviours is important for their development. This belief leads teachers to provide students with an environment that allows them to make choices that truly reflect their areas of interest, as well as multiple opportunities to learn to become a causal agent in their own life. Students are then able to recognize their strengths and needs in order to act directly and voluntarily on their life, based on their individual abilities.

PROGRAM ORIENTATIONS

Education focused on competency development

Focusing on competency development is a way of enabling students to develop the complex skills they need to adapt to an ever-changing environment. If they are to adapt, young people need to develop certain competencies and acquire the knowledge needed to apply them. Schools have a duty to contribute to students' development by providing the best possible conditions for learning in order to enhance their social participation. Programs focused on competency development help prepare students to develop their ability to act throughout their life.

In this program, the concept of “competency” is the same as the concept described in the CASP-I Education Program. Defined as the ability to use appropriate resources¹² in order to act effectively in different situations, it exceeds the mere notion of “know-how”. This definition includes three components: acting in a given context, having a set¹³ of resources, and being able to adjust one's actions. Each competency requires the use of a variety of resources and is applied in contexts that shape the action, unlike know-how, which can be applied in isolation outside of any context. Competencies are developed throughout the student's schooling and even beyond, while know-how can become a reflex if it is exercised frequently enough.

¹² Most of the definitions of competency use the term “resources,” which encompasses cognitive, affective, social and sensorimotor elements, rather than the term “knowledge,” which restricts the elements available to the cognitive domain. Source: J. Tardif, *L'évaluation des compétences : Documenter le parcours de développement* (Montréal: Chenelière éducation, 2006).

¹³ Chapter 4 lists the learning elements corresponding to the resources needed to develop competencies. The learning elements are divided into the following categories: knowledge, skills, strategies, procedures and techniques.

Competencies are not taught in the traditional sense of the word; students develop them. Competency development will be greater and more thorough if the teacher provides support and ensures the competencies can be exercised on a regular basis. This support is useful in all three components of a competency: acting in a given context, having a set of resources and being able to adjust one's actions. Associating knowledge with competencies, providing differentiated support and ensuring the continuity of interventions are some of the pedagogical practices that are known to be effective in supporting optimal competency development. This does not preclude teachers from adapting or combining these and other practices.

The concept of competency refers to the ability to use resources in order to act effectively in different situations.

Taking the components of the competency into account

Acting in a given context

Students learn to act in a given context by carrying out, as often as possible, real-life or similar tasks with a specific goal in mind. Performing meaningful tasks helps students find the value in their learning, which has a positive impact on motivation. In addition, these tasks encourage them to play an active role in their learning.

Acting in a given context requires that students understand the tasks to be performed in a given context. This is an important step for students, because it allows them to use the appropriate resources. Students with intellectual disabilities need the teacher's support in order to understand the tasks to be performed in a given context. It helps if the tasks are presented in a familiar context. However, it is important to provide a variety of situations so students can learn to use the appropriate resources to perform tasks in a variety of contexts.

Having a set of resources

Being able to use the appropriate resources in a given context is predicated on the ability to intentionally make use of a variety of resources needed to apply the competency. The ability itself requires the availability of a variety of resources. The quantity and quality of the resources available therefore necessarily have an impact on the level of competency, since they offer students more options for acting in certain situations. Some of the resources to which students have access are internal or specific to the individual, such as the knowledge, skills and attitudes acquired at school and through a

variety of life experiences. Others are external, such as documentary sources, materials, tools, instruments, technologies as well as the people to whom students can turn for their expertise and knowledge.

To add to students' available resources, the teacher chooses learning elements based on their needs and abilities, as well as the competencies to be developed. The knowledge, strategies, procedures and techniques can be found in Chapter 4 of this program. These learning elements are resources that can be used to develop competencies.

Adjusting their actions

The notion of competency includes an element of adjustment, since students must be able to adjust their actions based on the requirements of the situation. These adjustments can be made during the activity or during a review following the activity, with the teacher's support. To be able to adjust their actions, students must receive feedback from the teacher, who may ask them questions to determine whether they understand the task and help them identify areas requiring improvement. Feedback helps students learn, make progress and become more motivated. It helps develop their ability to adjust autonomously by gradually reducing the amount of external help based on their abilities and level of motivation.

The definition of competency used here refers to the ability to transfer learning; in other words, students must be able to reuse what they have learned effectively, in a variety of contexts. To do this, students learn to exercise their competencies in "known" contexts, where they interact with people they encounter regularly and in physical environments that they know well. As they develop their competencies, it is important that they be given opportunities to exercise them in "familiar" contexts, where they interact with people they see periodically or in physical environments they don't know as well. Depending on their abilities and with the necessary support, students aged 16 to 21 should be given several opportunities to apply their competencies in new contexts. In these contexts, students interact with people they do not know and in physical environments they are mostly unfamiliar with. New contexts offer students many opportunities to develop and make use of their ability to adjust. Allowing students to exercise their competencies in a variety of contexts is an effective way of promoting the transfer of learning. The variety of situations helps students understand that contexts that appear different on the surface require identical actions. In order to prompt the transfer of learning and provide assistance, the teacher explains the conditions in which the transfer of learning is required. The teacher should not wait for students to discover these conditions on their own; rather, they should explain them and help students recognize them in a variety of situations.

Connecting knowledge to the competencies

For students to develop a competency, the teacher should, as much as possible, propose comprehensive and meaningful tasks that allow them to use existing resources and acquire new ones. They also need to plan activities aimed at helping students acquire new resources. While an approach that progresses from simple to complex is well suited for acquiring knowledge in a objective-based approach, the same is not true in the case of competency development. For example, to develop a competency associated with preparing meals, beginning by memorizing kitchen hygiene measures and then proceeding to learning culinary techniques would likely be ineffective. It is by preparing meals that students will acquire knowledge and skills, gradually combining the two. Nevertheless, activities aimed at learning basic techniques, such as how to use utensils, are still required, since they allow students to practise, develop the necessary reflexes and become more comfortable preparing meals.

Differentiated support

Not all students have the same resources, and they use their resources to perform tasks based on their abilities. To ensure competency development, teachers must use differentiated pedagogical practices in order to take into account the different characteristics of the students in their group. Students' prior learning, their different learning paces, abilities, needs, interests, and personal, social and family situations are taken into consideration in order to provide the conditions that are most conducive to learning. Teachers can adopt a variety of pedagogical strategies, adjust the

difficulty of tasks to the students' level of competency, introduce them to the use of technological tools, establish flexible work arrangements and implement support measures. In the example of meal preparation given above, two types of recipes are used to provide students with a realistic challenge. Some students will prepare a simple recipe, while others will prepare one that involves several steps and a variety of culinary techniques. Some students will use a tutorial to help them prepare the recipe. If necessary, support measures are put in place based on students' needs. Adapting the complexity of the tasks to be performed and proposing meaningful learning activities help motivate students.

Ensuring the continuity of interventions

Competencies are developed on a continuum, each step building on the learning acquired in the previous step. Learning activities, designed to help students develop competencies, are developed in continuity and are meant to complement each other. Thus, it is necessary to have a comprehensive portrait of students' learning. In addition, ensuring continuity requires cooperation among the various school staff members to foster a shared commitment to common goals and ensure consistency in teaching and evaluation activities. As a result, with the necessary support, students gradually develop the program competencies, using the appropriate resources to adequately perform tasks of varying complexity in a variety of situations, and adjusting their actions to take any constraints encountered into account.

Evaluation that supports learning

Since one of the goals of the Ministère’s program reform was to foster the success of all students, the 2003 Policy on the Evaluation of Learning reiterated the importance of using evaluation as a tool to help with learning. The Policy is based on the fundamental and instrumental values applicable to education in Québec, which are universally recognized as providing a basis for quality evaluation. These fundamental values are justice, equality and equity, and the instrumental values are coherence, rigour and openness. These values are the foundation of any quality evaluation. If the evaluation of learning is to contribute to students’ educational success, then it must promote their overall development, regardless of their abilities or needs.

According to the Policy, evaluation is not an end in itself. It is a means of helping students learn, while helping teachers adjust and differentiate their pedagogical interventions. In this context, the decisions and actions that determine the choice of learning elements are based on the teacher’s evaluation, both on a daily basis and at other strategic points in time. These choices may involve a variety of objects of learning and take place at different times. Students receive frequent feedback to help them progress in their learning. Given the opportunities for feedback and adjustments, evaluation becomes yet another way of supporting students in their learning.

Evaluation allows teachers to determine to what extent their interventions produce the desired effect on students’ learning and to adjust them on the spot or within a short period of time, if necessary. Students learn to adjust the way they do things based on the clear and relevant feedback they receive. Evaluation is conducted before report cards are issued or at other appropriate times to assess the students’ level of competency development. Teachers share their recorded observations and analyze them to come up with a comprehensive portrait of each student’s learning. Taking into account observations recorded over a period of time helps identify elements that should be addressed as a priority and adjust pedagogical interventions. The information is shared with the students, their parents and other school staff members who are involved.

Compliance with the program is crucial in ensuring consistency in evaluation. In the CASP-II Education Program, evaluation is part of the competency-based approach, and therefore focuses on the learning targets, or competencies. Students should be evaluated in learning and evaluation situations similar to the ones used to help them develop and apply their competencies. These situations are based on the educational aim of a life area and include tasks adapted to the student's level of competency. It is essential that the teacher verify, at the appropriate times, whether the students have acquired the resources they need to develop the competencies.

Learning and evaluation situations make it possible to identify appropriate manifestations of students' learning while they are performing a task. As a result, observation is an essential tool for supporting teachers' judgment. Judgments are a part of the evaluation process. The teacher plans learning and evaluation situations and presents them to students, uses appropriate tools for observation based on the evaluation criteria, collects sufficient relevant information and interprets it by comparing its different elements. In order to make fair and equitable judgments on which to base pedagogical and administrative decisions, teachers must rely on the information they gather about students' learning, make sure that information is relevant, and confer on a regular basis.

Evaluation to support learning allows teachers to adjust their pedagogical actions and helps students learn how to adapt how they do things based on feedback. Every student therefore continues to learn based on their prior learning, needs and abilities in order to face challenges with requirements that are realistic for them, and to continue progressing. In addition, the teacher's judgments must take into account the level of competency development throughout the student's schooling, in accordance with the appropriate procedures. The guide to the evaluation of learning for the CASP-II Education Program¹⁴ serves as a common reference tool and provides teachers with guidelines to help them report on their students' progress.

¹⁴ Québec, Ministère de l'Éducation, *Guide de soutien en évaluation des apprentissages : Programme éducatif CAPS-II – Compétences axées sur la participation sociale* (Ministère de l'Éducation, 2025).

A PEDAGOGICAL CONTEXT ADAPTED TO THE PROGRAM

A pedagogical context that takes into account the characteristics of students with intellectual disabilities and the educational aims of the CASP-II Education Program is predicated on the notion that the school is a living environment for students. In addition to acquiring academic learning, they participate in school life. To help them develop the program competencies, teachers provide students with a variety of meaningful situations. These situations are designed to encourage commitment and promote the transfer of learning. School staff members involved in the student's academic journey collaborate in order to help them succeed to their full potential. Teachers play a key role in students' competency development; the school administration supports the school team and promotes cooperation between the school staff members and external partners. Students are given sufficient material resources to meet their needs and promote learning. Essential partners, such as parents and other collaborators, contribute to students' overall development and facilitate their transition to active life.

School: A living environment

School is an important living environment for students, since they spend almost every day there, growing and developing. Since schools welcome students from a variety of backgrounds, it is an ideal place for helping students learn the behaviours inherent in community life. To introduce students to community life, schools put organizational and operational measures in place to promote the participation of all students in school life activities. They offer students many opportunities to converse with a variety of people and maintain reciprocal relationships with their peers, all with a view to having them gradually take their place and contribute to society. Thus, school is a living environment conducive to experiencing situations in which students will be required to truly interact in their personal, social or working life.

A variety of meaningful situations

To develop and apply their competencies, students should be given opportunities to learn in context as often as possible. Learning and evaluation situations are an effective tool for this purpose. They comprise one or more tasks to be carried out by students in order to achieve a set goal and are an effective way of integrating the different elements of the program. Given the flexibility of these situations, teachers can choose their preferred pedagogical approach and select content corresponding to the students' needs. Learning and evaluation situations are designed to help students develop

competencies, and the information gathered is used to assess their development in order to help them learn.

Students will be more likely to play an active role in learning and evaluation situations they find meaningful. These are situations that meet their needs and correspond to their areas of interest. In them, students are given an opportunity to perform real-life tasks or tasks that resemble real-life situations. Regardless of whether they are meant for individual students or groups, if they are to be meaningful, learning and evaluation situations must be adapted to the abilities of each student while still providing a challenge.

A given competency can be applied in any number of situations. Teachers should propose a set of situations in a variety of contexts for each competency. They should select or develop situations that are most conducive to the transfer of learning. It is also important to propose increasingly complex situations in order to ensure gradual and continuous competency development and have students perform increasingly complex tasks over the course of a year and from one year to the next.

Using learning and evaluation situations and different pedagogical approaches provides students with conditions conducive to meeting the program's learning objectives, which are aimed at preparing them for active life. Carrying out everyday activities, as well as volunteer and sociovocational activities, helps them develop their autonomy and enhance their social participation. Learning and evaluation situations help equip students to make choices that truly reflect their areas of interest once they leave school.

Stakeholders

Role of teachers

Teachers support and guide students as they develop their competencies and make sure they acquire the resources needed to apply them. They are responsible for designing and selecting learning and evaluation situations to meet the program requirements. Given the wide variety of needs, teachers must practise differentiated instruction to adapt to students' individual characteristics. To help students progress, teachers use appropriate pedagogical approaches, and interventions are adjusted to each student's prior learning. Although the program promotes consideration of each student's needs and abilities, teachers are responsible for a group. In addition, they manage their class, making every effort to reconcile students' individual needs when it comes to supervision and autonomy.

To meet the diversity of student needs, teachers collaborate with complementary educational services personnel. Depending on their field of expertise, school staff members can provide teachers with support services or work directly with the student. They may supervise and guide students in their learning and in various school and community activities in order to promote social participation and the development of self-determined behaviours. Others may suggest teaching approaches adapted to students' needs.

These students are in the final stages of their education. Consequently, it is imperative that teachers prepare them as much as possible for the reality of community life by regularly placing them in real-life situations, acting as intermediary between the school and the community. Students are placed in situations where they must deal with the unknown, where they learn to adapt and persevere in difficult situations. It is also important that students learn to recognize their strengths and to use them as levers in applying their competencies. Thus, teachers assist students in the development of their life plan by helping them adopt self-determined behaviours. Their primary role is to support certain actions, ask questions about students' choices and decisions, and give them fuel for thought.

Teachers play a crucial role in building relationships with stakeholders in the students' education and transition to active life: the school team, the family, and partners outside the school. They must ensure that these stakeholders' actions are consistent with the educational aims, i.e. social participation and self-determination. With the support of the school team, teachers establish contact with partners outside the school to solicit their collaboration.

Role of the school administration

The school administration plays a key role in the implementation of the CASP-II Education Program, which calls for the sharing of expertise and the concerted action of those involved in the student's journey. It makes sure that students are given the opportunity to participate in school activities and become involved in personal or work-related projects in the community. The school administration supports the teachers responsible for the learning of students with diverse needs in their collaborations with other school staff. It ensures that teachers' working conditions make their job easier by providing access to material resources. The school administration promotes close collaboration between members of the school team and relies on their complementary expertise to meet students' needs. They help provide the means to facilitate openness to the community and promote the involvement of parents and other partners, in particular those in the health and social services network. Their collaboration is necessary throughout the students' academic journey and during their transition to active life.

Appropriate resources

Material resources

To help students develop competencies that will serve them in everyday life, the school must have the appropriate material resources. One type of resource is access to a room with a sufficient number of different digital tools. These tools are equipped with up-to-date, specialized software that meets the students' needs. Personalized mobile digital tools are also available to some students to help them perform tasks.

Rooms are set up as classroom workshops to reproduce certain characteristics and requirements of everyday life. Classroom workshops give students an opportunity to develop competencies they will be able to apply in other situations. For example, a classroom workshop can be set up to help students learn how to perform housekeeping tasks, repair a variety of objects or recycle materials. The type of classroom workshop is determined based on the skills to be developed according to the life areas, as well as on the opportunities to reapply what was learned in the different settings the students will encounter after leaving school. Learning acquired in the classroom workshop is a springboard for acquiring experience in a practicum in the workplace or as a volunteer in the community.

Indispensable partners

Parents play a key role in their child's academic journey. Since they know their child intimately, they can share useful information with school staff members. On the one hand, they express what they expect from the school. On the other, they are given information about the program aims and their child's progress. To this end, effective means of communication are established between the school and the students' parents so that the parents can become active partners in their child's development. They will play an even more effective role if they understand the meaning and aims of the program and if they know that their hopes for their child are being taken into account. Collaboration between the school and the family contributes significantly to the students' overall development and facilitates their social participation.

The school's other partners (e.g. social services, community organizations, employment centres, companies) are also indispensable in the students' journey and their transition to active life. Given each partner's responsibilities, they play a complementary role in fostering students' integration into society. Thanks to their concerted efforts, they can collaborate with the school to achieve the program's educational aims. It is therefore important that the school join forces with external partners and that it makes an effort to facilitate and maintain their collaboration.

COMPONENTS OF THE PROGRAM

To help students with intellectual disabilities participate in society to the best of their abilities, the school must believe in their ability to learn and develop, while taking their individual characteristics into account. The CASP-II Education Program was developed with this in mind. Designed as a system, it comprises three complementary and interdependent components: competencies, life areas and complementary areas.

Competencies

The program targets the development of six complementary and interdependent competencies that underlie the resources required for greater social participation and for the development of self-determined behaviours. In the interest of continuity, these are the five competencies of the CASP-I Education Program, reformulated in such a way as to reflect the progression expected of students aged 16 to 21. Since the students are at the end of their academic journey, a sixth competency has been added. This competency provides students with an opportunity to explore contributive activities¹⁵ they might be interested in so that they can experiment with their choices in a volunteer or sociovocational setting. It allows them to learn more about themselves and about the roles they could play in society.

The six competencies are as follows:

- Communicates
- Uses information
- Interacts with others
- Acts methodically
- Acts in a safe manner
- Participates in contributive activities

¹⁵ 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.

Life areas

The life areas¹⁶ reflect the spheres of everyday life in order to help students acquire the resources they need to satisfy their personal, social and work-related needs. The six areas, chosen for their relevance in the students’ education, are as follows:

- Personal Care and Well-Being
- Home Life
- Community Life
- Leisure
- Travel
- Volunteer and Sociovocational Work

Each area includes an educational aim and focuses of development corresponding to its key components. Learning elements are associated with each focus of development.

Complementary areas

These areas are qualified as “complementary” to the life areas because of their contribution to the students’ education and the fact that they are necessary for competency development. For example, in the context of a physical activity, the competency *Acts methodically* requires knowledge specific to the life area *Personal Care and Well-Being*, as well as knowledge related to the complementary area *Physical and Sports Activities*. The competency *Participates in contributive activities* relies on knowledge from the life area *Volunteer and Sociovocational Work*, as well as knowledge related to complementary areas, in particular *English Language Arts*. The five complementary areas are as follows:

- English Language Arts
- Mathematics
- Information and Communications Technologies
- The Arts
- Physical and Sports Activities

Each area is divided into categories corresponding to its key features; learning elements are associated with each of these categories.

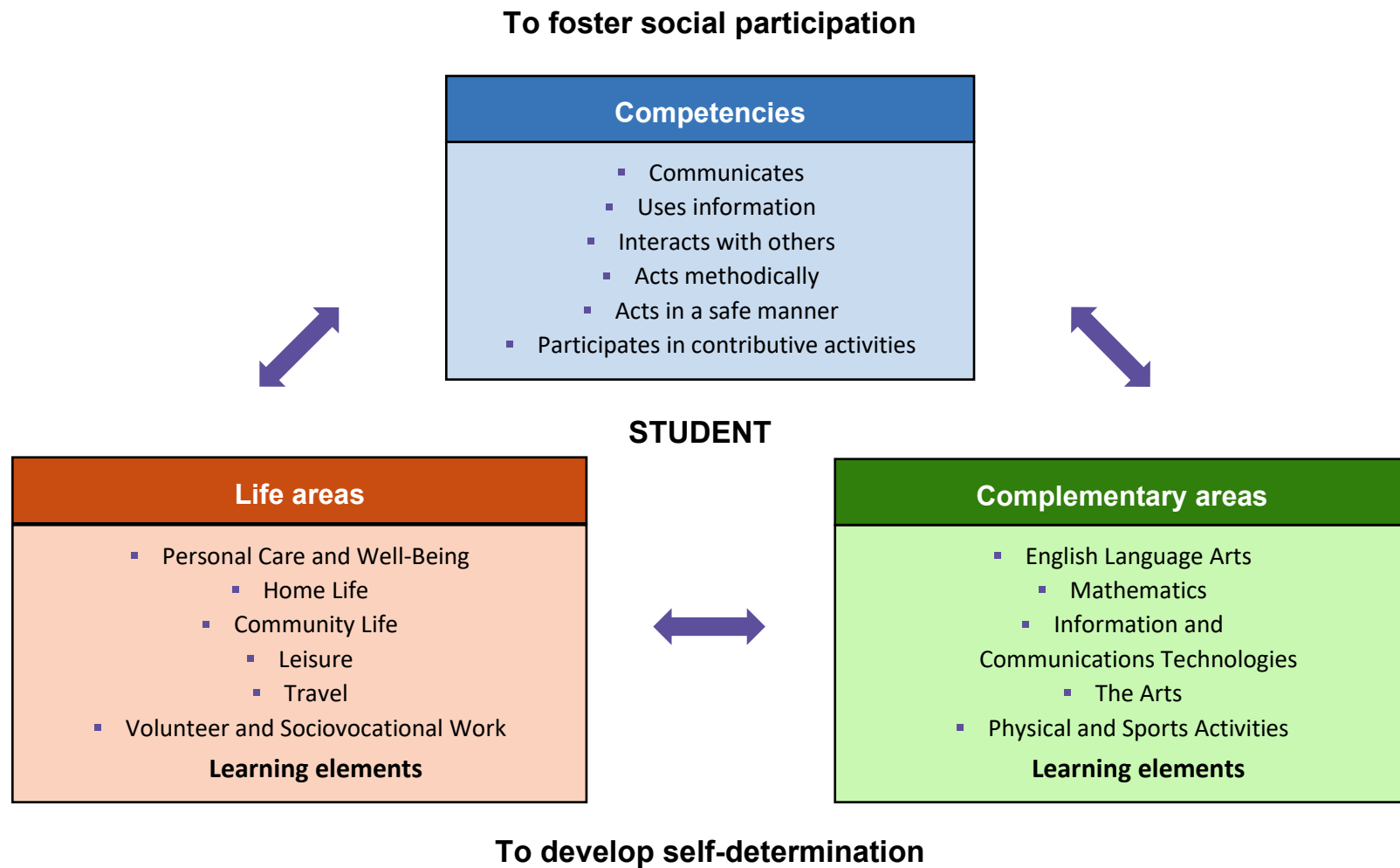
¹⁶ The chosen life areas are based on Richard B. Dever’s taxonomy (1997). Source: Robert B. Dever, *Habilités à la vie communautaire : Une taxonomie* (Québec: Presses Inter Universitaires, 2017).

Interdependency of the components of the CASP-II Education Program

In order to facilitate student learning, the program components must be considered as a dynamic whole. For example, a learning and evaluation situation based on a given educational aim in a particular life area encourages students to apply and develop one or more competencies while performing tasks that require the mobilization of learning elements associated with the life area in question, as well as of the appropriate learning elements associated with a complementary area. In these situations, students are engaged in meaningful learning experiences that keep them motivated and promote their success.

Figure 1 shows the interdependency of the components of the CASP-II Education Program. The competencies, life areas, complementary areas and learning elements are addressed in detail in subsequent chapters.

Figure 1: Interdependency of the components of the CASP-II Education Program



Prescribed elements

The CASP-II Education Program is a pedagogical framework for all school staff members, who must comply with its basic guidelines and educational aims. The prescribed elements are listed below:

- Competencies
- Life areas and focuses of development
- Complementary areas and categories

The prescribed character of these elements does not apply in the same way to all aspects of the program.

- The six **competencies** are objects of learning and evaluation for all students each year. The guide to the evaluation of learning sets out how often results are shared with parents in the report card, as well as how these results are presented.
- The six **life areas** must be covered in learning and evaluation situations each year. However, not all the focuses of development need to be covered each year. The school must make sure that every focus of development is taken into account during the students' education.

- The five **complementary areas** are covered each year, since each one helps enhance students' participation in community life. Not all the categories need to be covered each year. The school must make sure that every category is taken into account during the students' education.

The learning elements for each life area and each complementary area should be chosen so as to help the students develop the competencies, with due regard for their individual needs and abilities. As a result, it is not compulsory to cover all the learning elements.

CHAPTER 2

Competencies

CHAPTER 2 – COMPETENCIES

The CASP-II Education Program is designed to promote the overall development of students with moderate to severe intellectual disabilities. It aims to equip them to meet the requirements of their personal life and contribute to society. In an effort to empower students and give them more control over their life, the CASP-II Education Program’s educational goals are its competencies. The program includes six competencies: *Communicates*, *Uses information*, *Interacts with others*, *Acts methodically*, *Acts in a safe manner*, *Participates in contributive activities*. This is a diverse selection aimed at providing students with the tools they need to adapt to the various situations inherent in community life. The competencies are also complementary and interdependent, meaning that more than one may be required in a given situation. Students apply these competencies in everyday situations. In the final stage of their education, students must consolidate their learning, acquire new resources and learn to use them in order to apply their competencies more and more effectively. To this end, each student must receive the appropriate support and guidance to develop them to the best of their ability.

Communicates

Uses information

Interacts with others

Acts methodically

Acts in a safe manner

Participates in contributive activities

All of the program competencies are introduced in the same way. Each competency's focus, key features and evaluation criteria are presented.

- The **focus of the competency** describes its nature and explains its relevance for students with moderate to severe intellectual disabilities. It promotes a clear understanding among school staff members of what the competency entails. The first paragraph gives a general overview of the competency, the second addresses the role of the school in competency development and gives examples of educational actions, and the third describes the desired expressions of the competency that provide a reference for what can be expected at the end of the student's education. Although references are given, it is important to remember that each student will develop their competencies to the best of their ability.
- The **key features** embody the key aspects and dynamics of the competency. Together, they represent the process normally applied when exercising the competency. Although the key features can be addressed in specific interventions, the learning and evaluation situations must promote the use, to varying degrees, of all of them.
- The **evaluation criteria** provide guidelines to help teachers observe the student's progression and make an overall judgment of competency development. Since the criteria are generic, observable behaviours must be defined in order to allow for the development of evaluation tools specific to the situations proposed.

COMPETENCY 1 – COMMUNICATES

Focus of the competency

Communication involves understanding messages¹⁷ regardless of whether they are intended for oneself or for someone else, and being able to make oneself understood in a variety of situations. The ability to communicate is not limited to receiving or emitting spoken or written messages, but also encompasses messages received or emitted via gestures, images and symbols that come naturally or that have been learned. Students have been communicating with the people around them for many years. Based on their abilities, the school helps them understand and produce messages in a wider variety of contexts and adjust to the communication situation with a view to promoting their active participation in community life. Students already use alternative means,¹⁸ such as gestures, facial expressions and communication aids to better communicate with others. They must now learn to use these tools more effectively in a variety of communication situations. Although there are many opportunities for students to speak and listen, it is important to propose communication situations that allow them to learn to read and write. This learning, which is essential to be able to function effectively in society, will help students recognize products they need

in a grocery store, read street names in order to find a store, register for leisure activities, give their phone number, sign documents, etc. The competency *Communicates* is an excellent means of developing self-determined behaviours that will allow students to take their rightful place as individuals and citizens. Among other things, they learn to start a conversation, express their preferences, adjust to the context during a conversation, defend their rights and refuse to give consent. Communication contributes to the development of the other program competencies, and it is vital that all school staff members involved pay attention and devote the necessary effort to it.

¹⁷ A spoken or written message is what is said or written about a topic or theme and transmitted directly or indirectly, via one or more visual, audio or audiovisual media (e.g. paper, voice, screen). Adapted from Québec, Ministère de l'Éducation, *Programme de formation de l'école québécoise : Enseignement secondaire, deuxième cycle : Français langue d'enseignement* (Ministère de l'Éducation, 2009), 110.

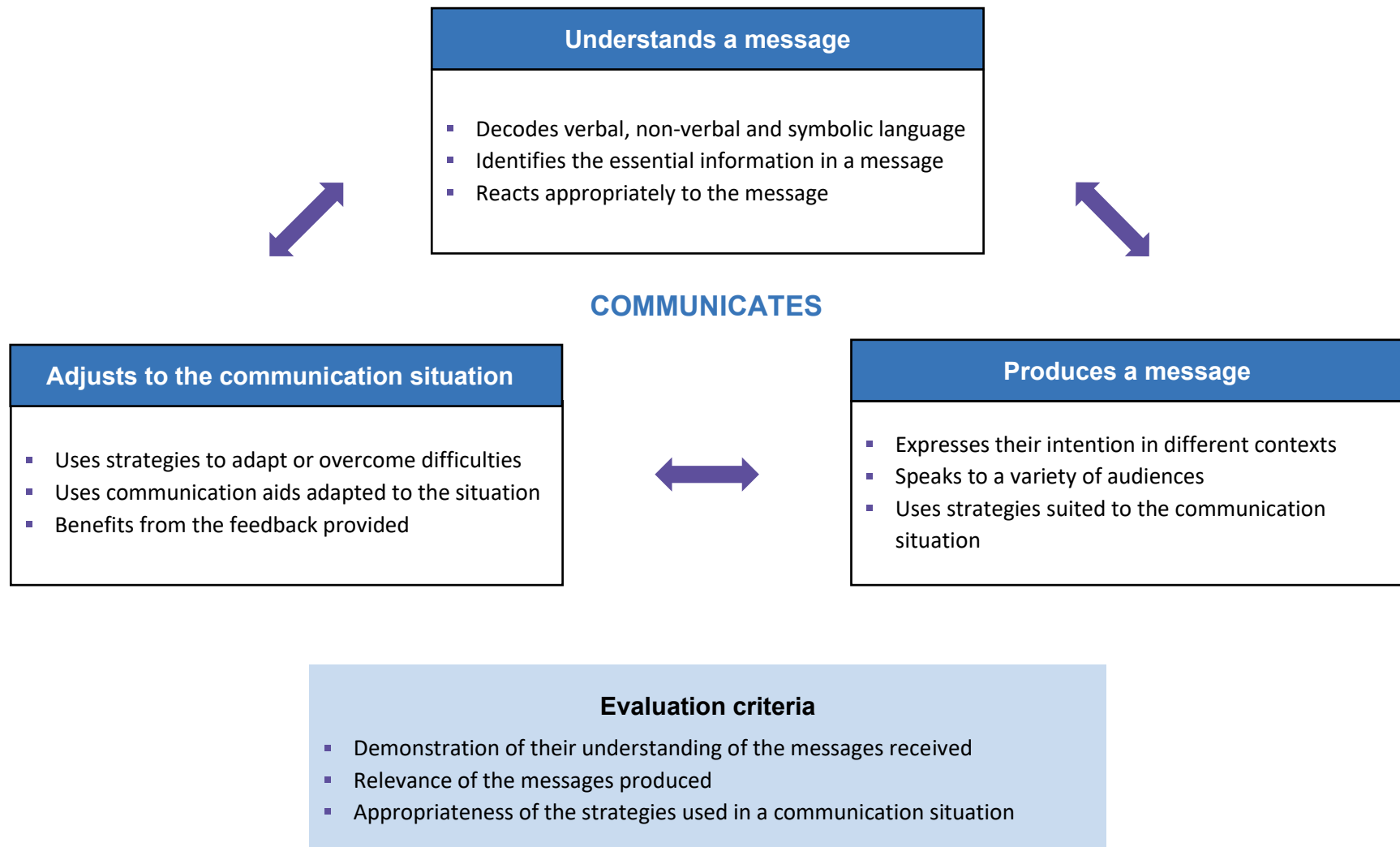
¹⁸ Alternative means of communication encompass all human and material resources that enable a person to communicate differently or better than through the usual and natural means if these means are altered or absent. They compensate for or replace a lack of speech, a major speech impediment or a language impairment that affects communication, in order to facilitate both expression and reception. Source: Presentation on alternative and augmentative communication (AAC) given in February 2020 by Nathalie Doucet, speech therapist for people with intellectual disabilities and autism spectrum disorder at the Centre intégré universitaire de santé et de services sociaux de la Mauricie-et-du-Centre-du-Québec.

Schools play a major role in developing this competency by providing students with a variety of opportunities to communicate at school and in other contexts. These learning activities take into account the students' ages, abilities and interests, and take place within different contexts to help them acquire communication skills. To communicate, students use oral and written language, with alternative means, as needed. They are given many opportunities to develop their communication skills in situations that are meaningful for them, whether it be listening to instructions concerning a task to be performed, asking for help, conversing with people at school, writing their name and contact information on a form, sending a text to a friend or reading a comment on social media. All of these opportunities help them understand the importance and usefulness of communication in various everyday situations. To develop their autonomy, students expand their repertoire of the knowledge and strategies needed to communicate, and learn to use them in different situations. With the appropriate support, they learn to use information and communications technologies to communicate with the people around them. Based on regular feedback, they gradually improve how they communicate. They choose the alternative means of communication that are best suited to their needs and the communication situation.

Students with good communication skills understand and emit oral and written messages intended for a variety of audiences in a variety of contexts, using strategies suited to the communication situation. With relative autonomy, they adjust their method of communicating, using strategies to adapt or overcome difficulties. By the time they finish school, students can express their needs in everyday situations, satisfy those needs and converse with members of the community, which allows them to play a valued role in society.

COMPETENCY 1 – COMMUNICATES

Key features and Evaluation criteria



COMPETENCY 2 – USES INFORMATION

Focus of the competency

To use information, students must identify information from different sources¹⁹ that may be of interest to them or of use in their everyday lives. Students have already consulted several sources of written information, such as schedules, posters, websites and restaurant menus. They have also had access to sources of verbal information: videos, the radio and resource persons who are experts on certain subjects (e.g. nurse, librarian). They must now learn to use information sources that may be of interest or of use to them with relative autonomy. In developing this competency, they learn to choose an information source that meets an everyday need or corresponds to an area of interest, and to select and make use of the relevant items of information. Students who are able to meet their needs and discover new areas of interest develop confidence in their abilities, which fosters participation in community activities. The competency *Uses information* facilitates the development of self-determined behaviours. Among other things, students learn to make choices based on their tastes, decide what to do, recognize their preferences and adjust to the available information.

Schools play a vital role in the development of this competency by providing students with opportunities to use a variety of information sources on written, visual and audiovisual media and to consult multimedia platforms and resource persons in a range of situations. Students consult a variety of information sources that may help them meet their needs or lead them to discover new areas of interest, and gradually learn to use appropriate strategies to select authentic information sources suited to their abilities and access the information they contain. For example, they may consult bus schedules on a user-friendly app to determine arrival times, visit their favourite website to listen to music, read a flyer when making their grocery list, refer to the website of their neighbourhood movie theatre to find out what is playing, or consult the person at the information desk in the shopping centre to locate the public restrooms. With the teacher's support, students learn to use strategies to consult information sources in order to identify useful or interesting items of information and react or take action. Students develop their ability to adjust to the information available.

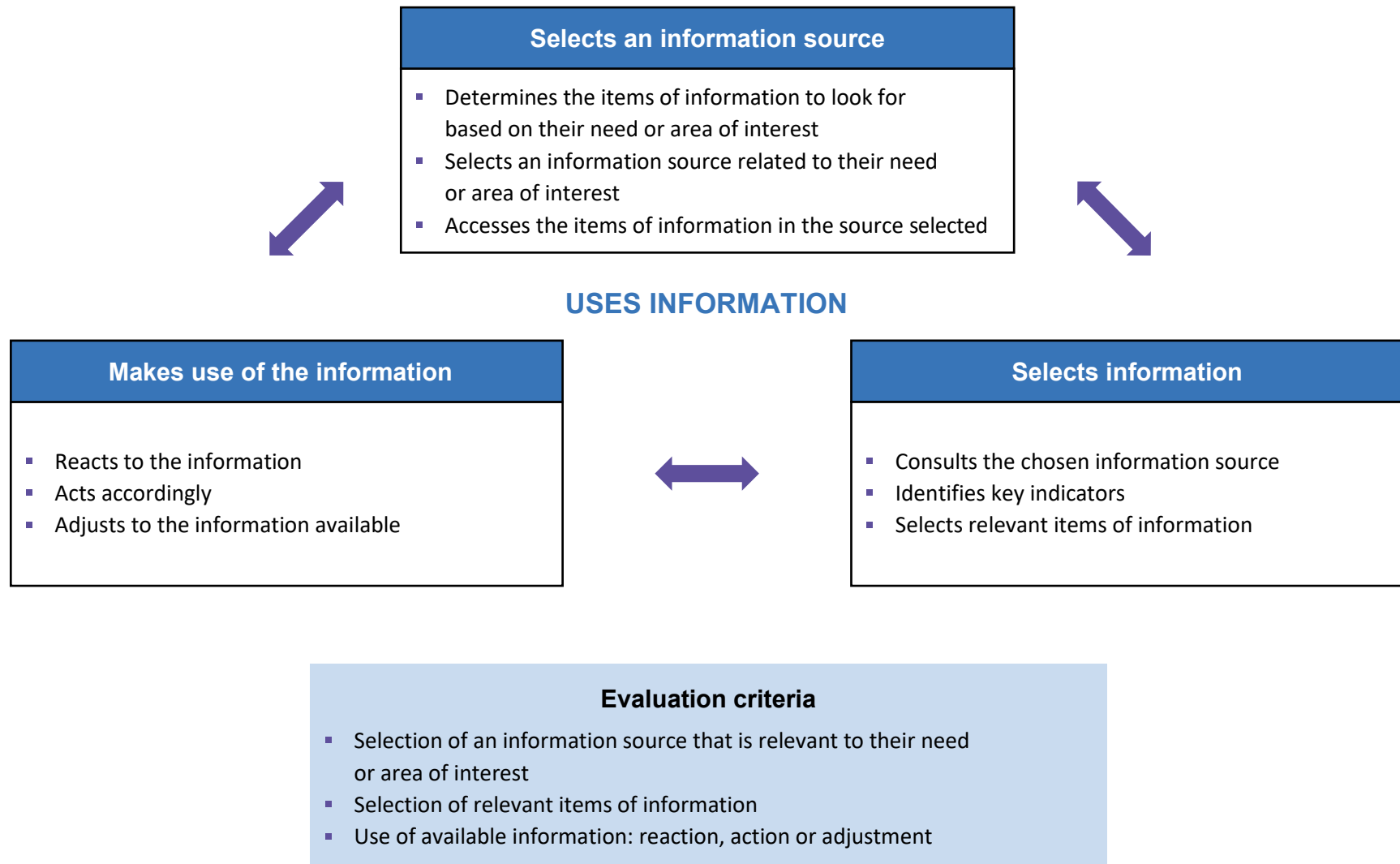
¹⁹ An information source provides items of information that can be used to answer a question or meet a need. For example, the municipal pool schedule is an information source, and open swim times are items of information.

If the items of information are not available in the information source selected, they can make decisions based on the information available or, with the teacher's support, consult another information source. In developing this competency, students apply learning elements from different areas, in particular those related to information and communications technologies. The use of technological tools and their help features is an excellent way of enabling them to access information. They learn to use strategies to use them in a safe manner.

Students who are able to use information recognize and use different information sources in different formats in a variety of situations. Of the information sources consulted on a regular or occasional basis, students choose the source that best meets an everyday need or corresponds to an area of interest and select and make use of the relevant items of information. By the time they finish school, students are able to react or make decisions in a relatively autonomous manner based on the information sources consulted. Thus, they have more control of their life.

COMPETENCY 2 – USES INFORMATION

Key features and Evaluation criteria



COMPETENCY 3 – INTERACTS WITH OTHERS

Focus of the competency

To interact with others, students must make connections with a diversity of people in both their personal life and the community, and maintain interpersonal relationships. School is an excellent place for socialization, since it provides students with many opportunities to realize the importance of being part of a community, become more open to others and prepare for their future participation in community life. Students must now expand their social network by interacting in a variety of situations and developing friendships, intimate relationships and working relationships. They are given opportunities to take part in activities that require collaboration with people at school and within organizations outside of school. Developing this competency helps students learn to take their place in a group, take others into account and adjust to the requirements of the situation. Collaborating during team work and in group projects, and participating in social activities provides students with opportunities to increasingly take their rightful place and develop a sense of responsibility. Thus, they participate in activities where there is a potential for them to make connections with the people of their choice so that they can participate more fully in community life. The competency *Interacts with others* contributes to the development of self-determined behaviours. Among other things, students learn to assume their responsibilities in group activities, take the initiative to establish relationships with people, assert themselves, choose their friends, solve conflicts with support and ask for help in defending their rights.

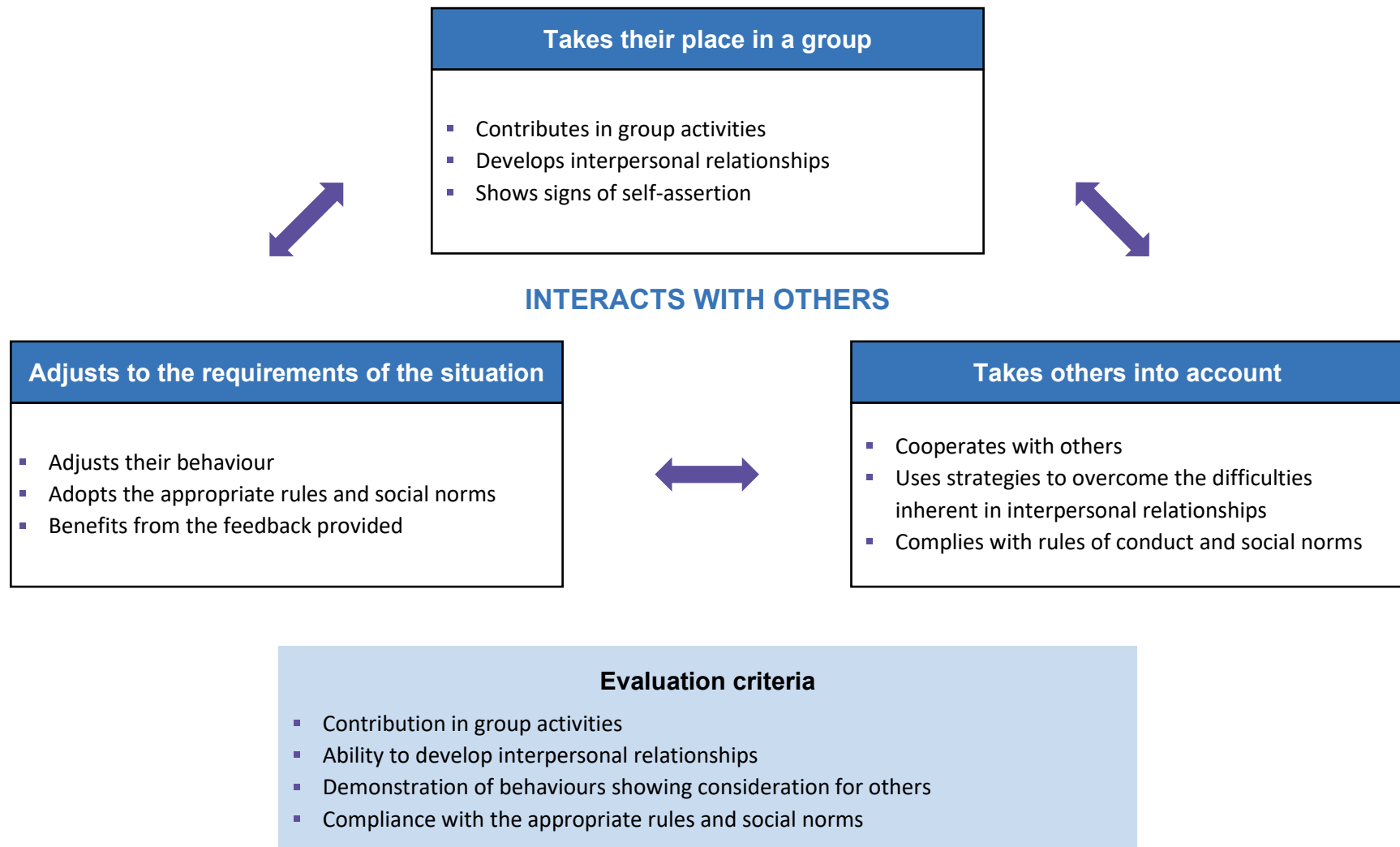
School offers several and varied opportunities to develop this competency. Students interact with others and learn how to live with other people. This social context gives them the opportunity to develop behaviours conducive to collaboration and the creation of interpersonal relationships. School must provide them with opportunities to develop these behaviours in several types of activities, in particular outside the school setting. Depending on their age and abilities, students practise interacting with others during school outings, when putting on a play at school, on social media, when carrying out a task in the classroom workshop or at work, etc. They contribute to these group activities by performing the tasks assigned to them or collaborating during team work or group projects. With the appropriate support, students learn to take their rightful place by expressing their feelings and ideas, making choices and taking initiative. They develop behaviours that allow them to establish and maintain interpersonal relationships. They also learn to take others into account by being cooperative and using strategies to overcome the difficulties inherent in interpersonal relationships. They gradually learn to respect rules of conduct and social norms, i.e. to respect authority at work, adopt a courteous attitude when they travel, ask permission before using something that belongs to someone else, etc. With the appropriate support, students learn to apply the rules of ethics in their sports and recreation activities and on social media. They learn to recognize behaviours that constitute harassment or bullying and to react appropriately when they occur.

By interacting with others in a variety of contexts, students practise playing different social roles and gradually come to understand their rights and responsibilities, thereby developing their sense of belonging to the community.

Students who interact with others are able to take their place, take others into account and adjust to the requirements of the situation. They participate in group life, collaborate during team work, and take part in group projects and social activities. In conversations, they assert themselves while taking others' needs into account. Moreover, they are able to adopt the appropriate rules of conduct and social norms. By the time they finish school, they have developed the behaviours needed to enter into relationships with others in a variety of situations, maintain ties with the people of their choice and play an active role in society.

COMPETENCY 3 – INTERACTS WITH OTHERS

Key features and Evaluation criteria



COMPETENCY 4 – ACTS METHODICALLY

Focus of the competency

To act methodically, students must use appropriate procedures and the resources needed to perform a specific task, while taking any constraints into account. At school, as in other areas of their lives, they will have already had many opportunities to perform and complete different tasks. They are now invited to add to their repertoire of procedures and to apply them to more complex and diversified situations. Developing this competency helps students learn to plan the task to be performed, carry it out and adjust their actions, taking into account the constraints in different contexts. To do this, they must expand the background knowledge they have acquired to perform tasks suited to their age. The competency *Acts methodically* contributes significantly to students' development of self-determined behaviours, which promotes social participation. In developing this competency, students learn, among other things, to determine the appropriate time for them to perform a task, make choices, deal with unexpected events, understand that their actions have an impact on the expected result, and recognize their preferences. By becoming increasingly autonomous in the performance of tasks in the various life areas, students are able to enhance their sense of self-efficacy.

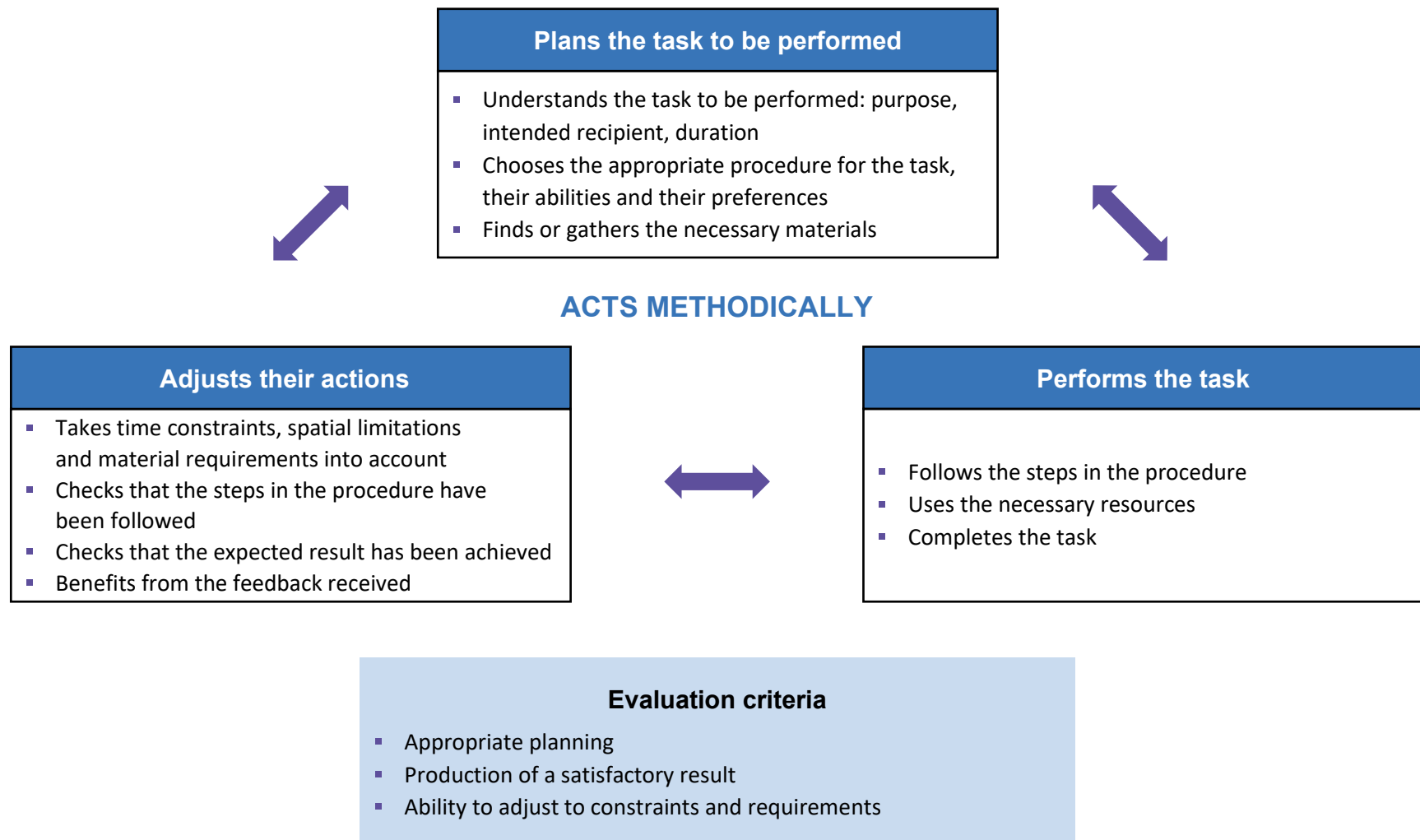
School provides students with opportunities to perform tasks of varying complexity in different contexts. Teachers make sure that students acquire knowledge and strategies, consolidate the procedures learned, and gradually adopt new ways of doing things methodically. With the appropriate support, students learn to plan the task to be performed. Teachers help them understand the task (i.e. its purpose, duration and intended recipient, if applicable). They encourage students to choose the procedures that are best suited to the context and task, as well as to their abilities and preferences, and help them find or gather the materials they need. Students develop their ability to use the necessary resources (knowledge, strategies, techniques, procedures), demonstrate perseverance in completing the task, and adjust to time constraints, spatial limitations and material requirements. With the appropriate support, students learn to use applications (e.g. specialized tutorials) to guide them in following the steps in a procedure. Procedures may be routine if the steps are always the same for a particular task and the students can follow them automatically: printing a document with the usual printer, washing the dishes at home or making a call on their smartphone. However, even in routine procedures, students learn to deal with contingencies: no paper in the printer, empty dish soap bottle or dead smartphone battery. Students must also follow more complex procedures, such as paying for a meal, producing an art project for a contest or using the Internet to find a video they would like to watch. These complex procedures require that students reflect

on what they are doing at certain steps and make choices. They must therefore use appropriate knowledge or strategies to adjust to the specific situation. Guided by the teacher, students realize that some procedures are more effective than others and learn to apply them in a variety of situations.

Students who act methodically are able to plan for the task to be performed, use the necessary resources to carry it out and adjust their actions. They can choose the appropriate procedure more or less on their own. They complete the task, adjusting their actions to take into account any time constraints, spatial limitations or material requirements. They are able to meet the requirements of the task and recognize any necessary improvements. By the time they finish school, students will have acquired a set of resources that enable them to perform tasks in a variety of situations. This competency gives them more control over their everyday life and can elicit the motivation they need to become more active members of society.

COMPETENCY 4 – ACTS METHODICALLY

Key features and Evaluation criteria



COMPETENCY 5 – ACTS IN A SAFE MANNER

Focus of the competency

To act in a safe manner, students must determine which behaviours to adopt and which ones to avoid to ensure their safety and adapt their behaviour accordingly. Students have learned to carefully use common objects, follow the safety rules in the different areas of the school and move around safely in familiar environments. They must now learn to act in a safe manner in a broader context so that they can use caution in their everyday lives. Developing this competency enables students to recognize the signs of cautious behaviour in everyday situations, adopt safe behaviours and think about how they act. As students learn to act in a safe manner, they are gradually able to become more independent in their activities, which promotes social participation. For example, a cautious student will benefit from more freedom in their leisure activities and travel. The competency *Acts in a safe manner* contributes to the development of self-determined behaviours. Among other things, students learn to notify someone they trust in a dangerous situation, ask for help before opening an email if they are unsure of its origin, refuse to converse with strangers on social media, and set goals to make certain behaviours safer.

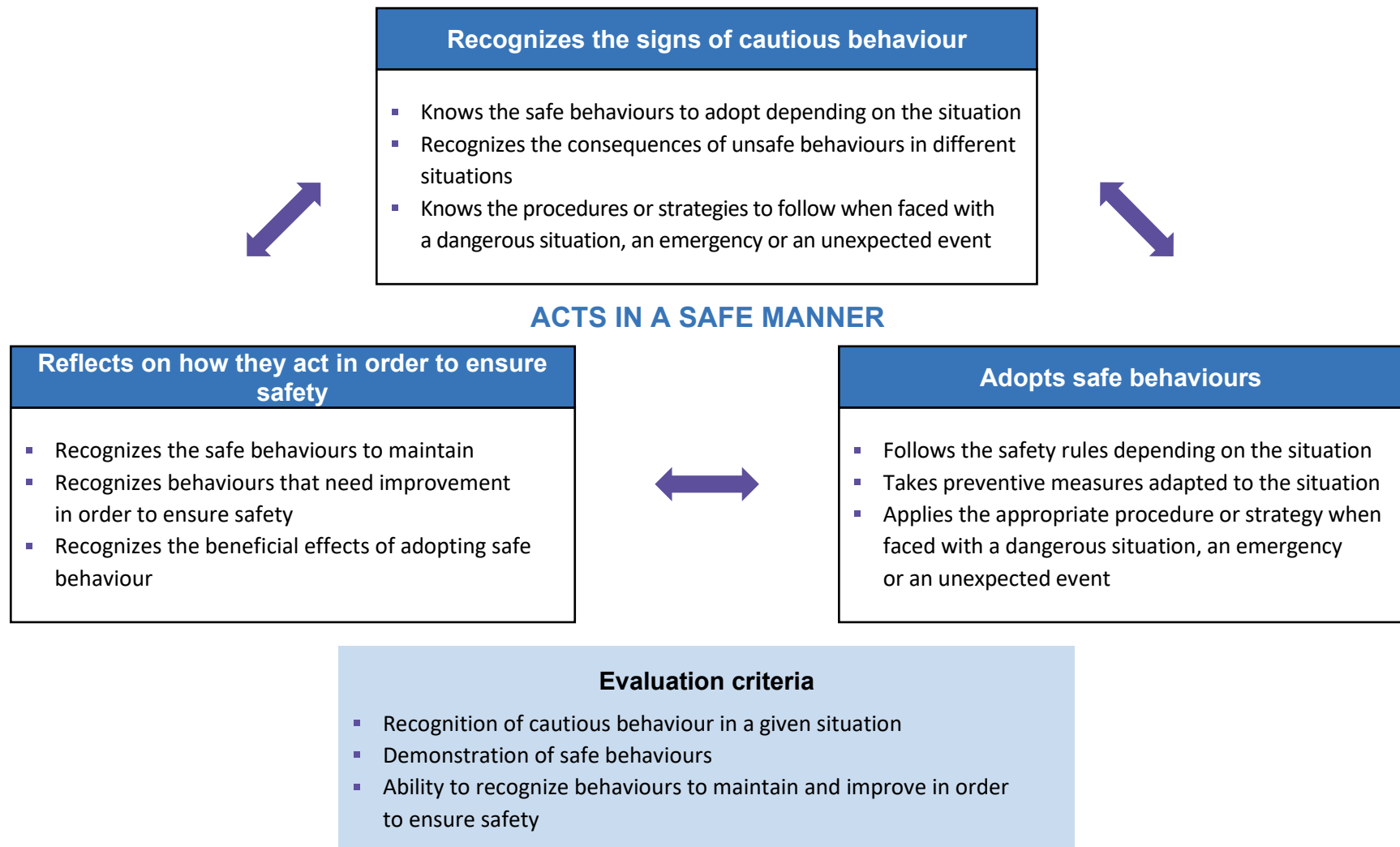
School provides students with opportunities to develop their ability to act in a safe manner in real or simulated situations. The teacher helps students recognize signs of cautious behaviour by teaching them about safety rules, preventive measures, dangerous situations and emergencies. At the same time, students learn about the consequences of unsafe behaviour.²⁰ The teacher makes sure that students understand safety rules and apply them in different situations. They also make sure that students gradually adopt preventive measures when performing everyday activities, in the places they visit and when they are travelling. With the appropriate support, students learn the procedures and strategies to adopt when faced with a dangerous situation, an emergency or an unexpected event, and to use the Internet in a safe manner. With the teacher's guidance, they recognize the behaviours to maintain and those to modify or adopt to ensure safety. They gradually learn that acting in a safe manner enables them to participate in more activities of their choosing.

²⁰ Unsafe behaviours can have any number of negative consequences for the person or for others. They can cause injury or property damage (e.g. cuts, damage to a device due to improper use) or financial or psychological problems (e.g. replacing a lost phone, being bullied after giving their contact information to a stranger).

Students who act in a safe manner are able to recognize the signs of cautious behaviour in everyday situations, adopt safe behaviours and, guided by questions from the teacher, reflect on how they act. They are able to recognize the behaviours to adopt and those to avoid in order to ensure safety. They apply safety rules, take preventive measures suited to the situation and react appropriately when faced with a dangerous situation, an emergency or an unexpected event. By the time they finish school, they know what behaviours to adopt to ensure their safety in their living environments. They develop a sense of security that gradually reinforces their confidence in their abilities.

COMPETENCY 5 – ACTS IN A SAFE MANNER

Key features and Evaluation criteria



COMPETENCY 6 – PARTICIPATES IN CONTRIBUTIVE ACTIVITIES²¹

Focus of the competency

To participate in contributive activities, students must be invested in a process that allows them to have experiences that lead them to make their own choices regarding contributive activities and to modify them as their interests evolve. Students experiment by participating in contributive activities, which can take many forms depending on the students' personal characteristics and the possibilities in the community. Students should experiment with several contributive activities in community organizations or the workplace. These may include volunteering at school, taking part in activities organized by a community centre or participating in a short- or long-term practicum in the workplace. Developing this competency helps students learn to choose a contributive activity that is within their capabilities, to experiment with it and assess their participation. This approach is repeated each time they participate in a contributive activity. By exploring contributive activities in a variety of settings, students have an opportunity to learn more about themselves and discover new areas of interest. The competency *Participates in contributive activities* promotes students' social participation and has a marked impact on the development of self-determined behaviours. Students discover their strengths and limitations, make choices based on their interests and abilities, make decisions, face unexpected events and recognize their contribution.

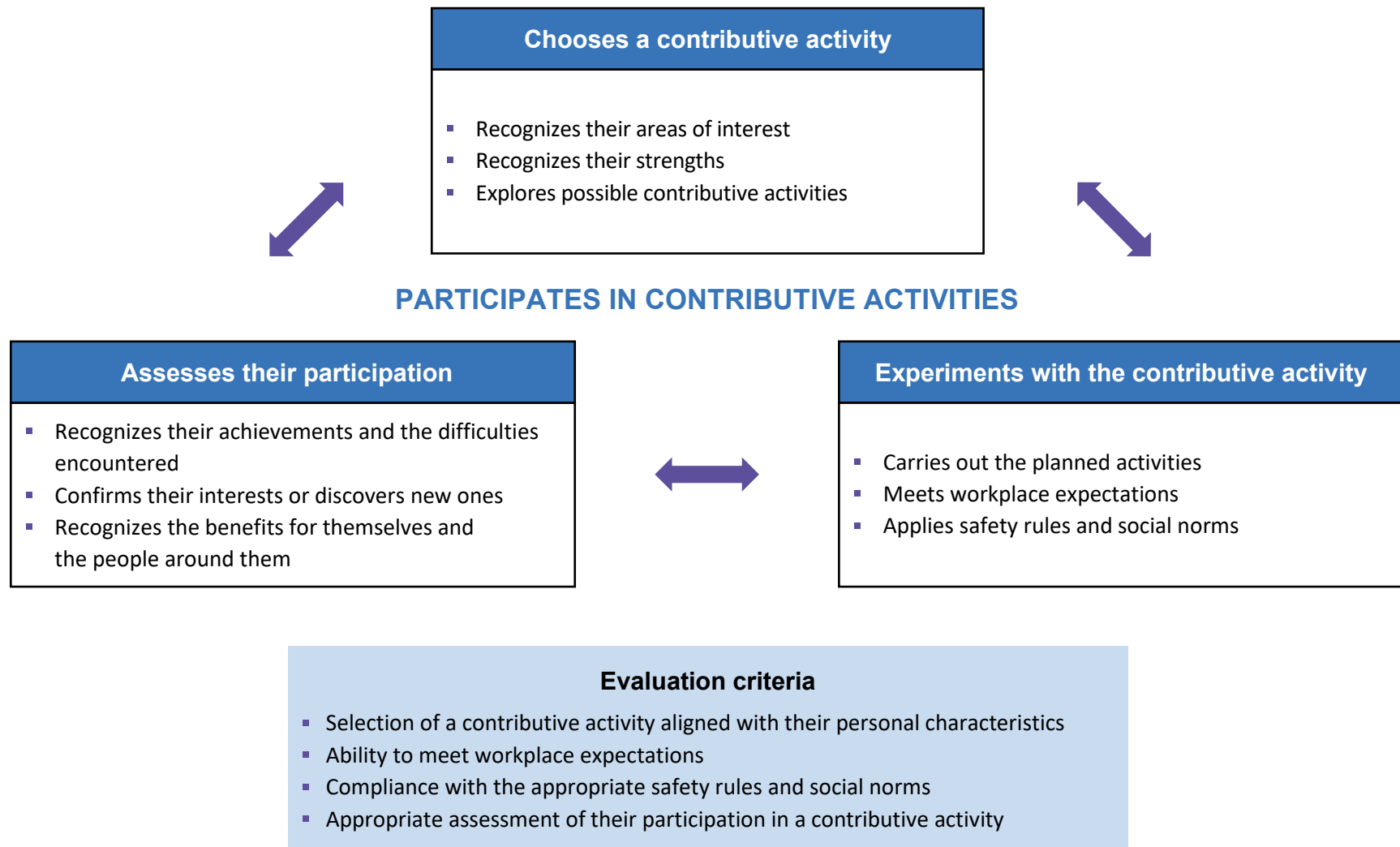
School provides students with an opportunity to discover different contributive activities that are within their capabilities and to experiment with them in order to be able to make informed decisions concerning their participation in community life. With the teacher's support, students recognize their areas of interest and identify their main strengths in activities at school and in the community. First, they explore the possibility of contributive activities at school. Then, depending on their abilities and interests, they consider participating in contributive activities in other settings: recreation centre, municipal pool, food or clothing bank, garage, etc. With the teacher's guidance, they choose the contributive activity most suited to them, taking into account their areas of interest and strengths as well as the possibilities in the community. They then experiment with it in a familiar or unfamiliar setting. When experimenting, students carry out the planned activities, perform tasks and participate in group life or meetings. They respect the main workplace expectations, the appropriate safety rules and social norms. With the appropriate guidance, they assess their participation. In this way, they recognize their achievements and the difficulties encountered during the contributive activity. They learn more about their interests, recognize the benefits of the experience, and express the desire to participate in other contributive activities that align with their interests.

²¹ 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.

Students who participate in a variety of contributive activities while at school can choose the one most suited to them. They perform tasks and participate in group life or meetings. They meet the main workplace expectations and respect safety rules and social norms, then assess their participation based on the teacher’s questions, feedback and positive comments. They become aware of the satisfaction derived from this experience and identify the challenges to be addressed in order to improve their participation in the next contributive activity. By the time they finish school, with the appropriate guidance, students are able to choose new contributive activities based on their evolving interests and the opportunities that arise.

COMPETENCY 6 – PARTICIPATES IN CONTRIBUTIVE ACTIVITIES

Key features and Evaluation criteria



CHAPTER 3

Subject Areas

CHAPTER 3 – SUBJECT AREAS

Subject areas include the life areas and complementary areas; these and the competencies are the three components of the program. All of these components have the same purpose, which is to ensure students' overall development in order to enhance their social participation and self-determination. According to this logic, the competencies, life areas and complementary areas must be taken into account and form a unified whole within learning and evaluation situations. Thus, to ensure the development of the six competencies described out of context, it is important to select specific contexts related to the life areas that are relevant to concrete situations in everyday life. For example, the competency *Communicates* is developed in a number of situations associated with different life areas. In these situations, students perform tasks in which they must use resources from the targeted life area, as well as other areas. These areas complement the life areas. This chapter presents the six life areas and the five complementary areas selected, and shows their specific contribution to students' education and their potential for use in the classroom.

LIFE AREAS

The life areas cover every sphere of the students' life. As contexts in which to develop competencies, they help prepare students to face the challenges inherent in participating actively in community life. The life areas allow students to make connections between what they learn at school and the situations they experience in their everyday lives. They give meaning to learning, promote the transfer of knowledge and foster motivation. Six life areas have been chosen for their importance and relevance for students transitioning to an active life:

Personal Care and Well-Being

Home Life

Community Life

Leisure

Travel

Volunteer and Sociovocational Work

The life areas include educational aims related to the program objectives and designed to guide school staff members in their interventions. They also include the focuses of development and the learning elements needed to act in the different spheres of life. The life areas are integrated into learning and evaluation situations so that students can acquire learning they can apply in everyday situations. In a learning and evaluation situation related to a life area, the teacher's interventions are guided by the educational aim, and the targeted focus of development specifies the learning elements to be applied or acquired. There may be more than one focus of development in certain situations.

Each life area includes the statement of the educational aim, a brief introduction and the focuses of development. The introduction focuses on the importance of the area in students' education and the role of the school. It then gives an overview of possible student learning for each focus of development. Lastly, it presents the list of focuses of development. It is important to remember that the life areas and the focuses of development are prescribed elements of the program.

Personal Care and Well-Being

Educational aim

To help students adopt responsible behaviours conducive to their health and well-being

Introduction

Good physical and mental health plays a vital role in students' overall development and in their academic, personal and vocational journeys. Schools have an important role to play, especially in helping students adopt a healthy lifestyle. They provide the appropriate support to promote the development of self-determined behaviours regarding their health and well-being.

The life area *Personal Care and Well-Being* is designed to help students to learn more about themselves by identifying their main personal characteristics, their abilities, and their needs in terms of care, nutrition and sleep, as well as ways to meet those needs. Students improve their personal hygiene techniques and measures, and adjust their choice of clothing according to the situation. This life area also enables them to learn about habits that are conducive or harmful to their physical and mental health, as well as the basic rules for managing their own health so that they can put them into practice. To develop behaviours conducive to their well-being, students learn to make choices concerning their safety, emotional relationships and sexuality. They gain a deeper understanding of safe behaviours to adopt, risks to their safety and procedures to follow in an emergency or a potentially dangerous situation. They develop

strategies to establish and maintain relationships with others, as well as behaviours conducive to self-assertion. They learn to recognize the difficulties inherent in interpersonal relationships and to use strategies to resolve them. They also acquire knowledge and strategies that promote the harmonious integration of sexuality into their life.

Focuses of development

- Physical and emotional characteristics
- Personal hygiene
- Healthy lifestyle
- Managing of own health
- Safety in personal care and well-being
- Interpersonal relationships
- Sexuality

Home Life

Educational aim

To help students learn to meaningfully participate in everyday home life.

Introduction

Participating in everyday home life is an effective way for students to practise social participation, whether they live with their parents, in a supervised setting or in their own apartment. Students must acquire learning in this life area in order to be able to assume their responsibilities and cooperate with others. Schools should propose activities conducive to such learning.

The life area *Home Life* helps students learn how to become involved at home. They learn to use the appropriate products and equipment to perform housework. They practise using cooking utensils and applying simple culinary techniques and hygiene measures so that they can participate in preparing and serving meals. They acquire the basic concepts of money management, which gives them greater control over their income and expenses. They also learn various home safety measures, in particular those concerning fire prevention.

Since home is a good place to socialize, students develop behaviours conducive to living together in harmony.

Focuses of development

- Housework
- Care of clothing, towels and linens
- Meal preparation and service
- Money management
- Safety at home
- Social relationships at home

Community Life

Educational aim

To help students learn to use community services to meet their needs while respecting the rules of community life

Introduction

Participating in community life by sharing living environments and using community services as a responsible citizen are important when it comes to active social participation. Being familiar with the environment around them enables students to understand how to access goods and services and take part in community activities. School is a good place to help students understand their social environment and learn to take part in community life as full-fledged citizens.

The life area *Community Life* helps students learn the characteristics of their physical and social environment. The school, the neighbourhood and the municipality are the main places where students engage in community life. They learn about the different services and how to access them in order to meet their needs, as well as the safe behaviours to adopt when in those settings. Students acquire knowledge about their rights and social responsibilities so

that they can take their place as citizens. In order to promote relationships with community members, students develop appropriate behaviours concerning the rules to be followed in certain places, as well as social norms.

Focuses of development

- Characteristics of their environment
- Goods and services available in their community
- Rights and responsibilities
- Safety in the community
- Social relationships with members of the community

Leisure

Educational aim

To help students learn to select and participate in recreational activities that improve their well-being.

Introduction

Leisure activities provide entertainment and relaxation while contributing to personal development. A leisure activity is any of a wide range of individual or group activities a person practises at home or elsewhere, and to which they voluntarily allocate time. Schools must help students explore a wide variety of leisure activities in order to enable them to make personal choices and to prepare them to practise their favourite activities under the best conditions. If they can freely choose their leisure activities, students will be more motivated to practise them and persevere.

The life area *Leisure* help students learn more about their entertainment preferences and interests by discovering a range of leisure activities available in the community, such as games, sports and art. To be able to practise leisure activities of interest to them, students learn to plan them bearing constraints in mind: schedule,

how to use services, preparations, unexpected events. They also acquire the knowledge they need to follow the safety rules associated with their leisure activities. To establish harmonious social relationships, students learn the principal rules of ethics in the practice of group leisure activities.

Focuses of development

- Knowledge of own interests and preferences
- Diversity of leisure activities
- Planning of leisure activities
- Safety in leisure activities
- Social relationships in leisure activities

Travel

Educational aim

To help students learn to navigate their immediate environment and their community

Introduction

The ability to navigate independently in one’s environment is essential for carrying out everyday activities, including going to work, the grocery store or an entertainment venue. The ability to move around independently is identified as a priority aspect of active life after school. It is therefore important that students learn to move around in their immediate environment and their community. School is a good place to learn this. Exploring various itineraries in the reassuring school environment allows students to gain greater confidence in their abilities to travel.

The life area *Travel* allows students to learn to move around in familiar and unfamiliar environments. They learn to use tools and visual cues to determine where they are. In order to make travel easier, students become familiar with different means of moving around based on their needs and the elements to consider before they leave. In order to travel safely, students learn the safety rules associated with the chosen means of transportation as well as the

preventive measures to be adopted. They also develop strategies for dealing with unexpected events, including problems with their chosen means of transportation or mistakes on their part. They acquire knowledge that enables them to adopt appropriate behaviours with the people they meet on their travels.

Focuses of development

- Means of determining location
- Planning travel
- Safety when traveling
- Social relationships when traveling

Volunteer and Sociovocational Work

Educational aim

To help students learn to explore volunteer and sociovocational work with a view to finding contributive activities²² adapted to their personal characteristics.

Introduction

Volunteer and sociovocational activities are a means of playing a valued social role and a way to feel useful. By preparing students for volunteer work or employment, the teacher gradually helps them find contributive activities adapted to their interests and abilities. For this they need self-awareness and knowledge of the different sectors of activity in which they can volunteer or work, as well as certain behaviours. Schools help students learn more about themselves and provide an opportunity to explore contributive activities with the collaboration of partners.

The life area *Volunteer and Sociovocational Work* helps equip students to find contributive activities adapted to their personal characteristics. They learn to recognize their interests, abilities and talents and to consider them in their choice of activities. They learn

about the volunteer and employment opportunities available to them. In order to prepare to meet workplace expectations, students are introduced to the requirements associated with the tasks to be performed, as well as the expected behaviours. They acquire knowledge about the social norms that apply in a work setting, which helps them integrate into the workforce.

Focuses of development

- Personal characteristics related to work
- Characteristics of the volunteer and employment sectors
- Workplace expectations
- Safety in a work setting
- Social relationships

²² 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.

COMPLEMENTARY AREAS

In developing the six competencies, students acquire a repertoire of resources, including the ones related to the life areas. The resources related to the life areas are key, but they do not include all of the resources needed to develop the six competencies and play an active role in the community. To ensure optimal social participation, students must acquire other resources related to specific areas. Five areas have been chosen for their importance and their contribution to students' education.

English Language Arts

Mathematics

Information and Communications Technologies

The Arts

Physical and Sports Activities

These areas complement the life areas.

This section addresses the program's five complementary areas. Each area is presented in the same way. First, the area's contribution to students' education is outlined. Then, suggestions are made to help teachers create a pedagogical environment conducive to the acquisition of the learning elements associated with the area. Finally, a summary of the learning students can acquire in that area is provided.

English Language Arts

The area *English Language Arts* plays a key role in students' education, since it helps facilitate their social integration. They learn to better understand the norms, values and knowledge in their community. They extend their repertoire of the resources they need to express their thoughts and convey information. Language allows them to access knowledge on which they can build further learning. Understanding and using verbal and written information enables them to meet their needs and live an active life at school and in the community.

Students are given many opportunities to acquire meaningful learning in English by participating in school life and being frequently exposed to learning and evaluation situations based on the educational aims of the life areas. By enhancing their knowledge and strategies related to oral communication, reading and writing, students will be better equipped to make choices, take decisions, express their opinion, engage in leisure activities and, ultimately, enter the job market.

In the context of differentiated instruction, the teacher takes into account individual differences and provides for accommodations to make the English Language Arts content more accessible to certain students. Some students communicate through speech. Others may find it hard to understand or make themselves understood, and may use assistive technology for oral communication. Some may also use reading and writing aids.

This area includes learning elements in oral communication, reading and writing, which are grouped into categories. Oral communication includes common and useful vocabulary, as well as knowledge of communication intentions and the strategies needed to communicate in different contexts. Reading includes the ability to recognize and identify words or pictograms and their meaning. Students learn to recognize the diversity of reading intentions and to develop strategies for understanding texts. Writing includes the ability to recognize writing intentions, understand the concept of sentence and spell common and useful words. Students learn strategies for writing personal and functional words as well as short texts.

Mathematics

Mathematics plays an important role in everyday life. Since several fields of activity rely on mathematics, including the media, technology, meteorology and sports, students are regularly faced with situations requiring the use of math. This complementary area is designed to help them acquire all the knowledge they need to become functional in society and make the best use of their mathematics skills. Thus, students gradually develop confidence in their abilities, as well as the autonomy they need to make decisions and take action in situations that require the use of mathematics resources.

Much of mathematics is abstract in nature. To make it accessible to students, the teacher proposes activities in which they are required to use equipment or objects and practise their skills in learning and evaluation situations based on the educational aims of the life areas. Thus, students are able to build the resources they need to make functional use of numbers in meaningful contexts. For example, understanding numerical information in their environment will help them meet their needs, make sound choices and assume their responsibilities.

This area encompasses the learning elements of two areas of mathematics: arithmetic and measurement. Arithmetic involves learning how to read, write and understand numbers, as well as knowledge associated with operations on numbers. Measurement involves the knowledge and techniques needed to measure length, volume, mass, temperature and time.

Information and Communications Technologies

Information and communications technologies (ICT) are tools to help process information and communicate. They are essential given the presence of digital technologies in every aspect of life. For students with intellectual disabilities, ICT support inclusion and help meet a variety of needs. Their use empowers these students and allows them to be more independent in their daily life. Using ICT in the classroom allows them to develop technological skills and apply them in the community and throughout their life.

Technology is now part of students' everyday lives; some even use it on a regular basis. They are therefore interested in ICT and motivated to use them. To keep them motivated and enable them to get more out of ICT, the teacher proposes learning and evaluation situations based on the educational aims of the life areas. It is important to offer students a stimulating environment so that they can learn to process information, communicate and create using ICT. Students acquire the learning elements they need to use ICT functionally, as an integral part of their everyday life, within a technology-rich pedagogical environment. Making regular use of ICT as other young people do helps reinforce their sense of belonging to their age group.

The purpose of this area is to help students acquire the knowledge they need to use technological tools such as computers, information processing and communications tools, software applications and mobile digital devices. The learning elements include developing appropriate technological vocabulary and mastering certain basic procedures and techniques when using these tools. Using technological tools for a variety of purposes is one of the learning

elements fostering the effective use of ICT. Students must also acquire strategies to help them use the tools safely and deal with unexpected events. Learning elements in this area also include digital ethics. Digital ethics is defined as a set of standards for the appropriate and responsible use of technology.

The Arts

The arts contribute to students' overall development, in particular by enhancing their cultural knowledge. They aim to familiarize students with a variety of forms of artistic expression, introduce them to a range of activities, and help them learn to appreciate and benefit from cultural life. This area allows students to develop their sensitivity, stimulates their imagination, and helps them make choices concerning their participation in contributive or leisure activities throughout their life.

To be able to enhance their artistic culture, students need to explore the arts and discuss them in a variety of contexts. Based on the educational aims of the life areas, the learning and evaluation situations are designed to help students acquire meaningful learning about the arts. These situations provide students with an opportunity to explore works of art, meet artists, visit cultural venues and participate in art events. Students learn to see the presence of the arts in their daily life and to discover the existence of the various places that offer cultural activities and opportunities for artistic creation. By enhancing their cultural knowledge, students are better able to communicate, interact and participate in artistic life at school and in the community.

This area encompasses all of the learning elements associated with the four arts subjects: drama, visual arts, dance and music. Learning elements are chosen based on students' interests, and take their immediate environment and regional particularities into account. The learning elements in this area are designed to introduce students to art works and artists from past and present, here and elsewhere. Students discover accessible cultural venues and artistic events that might be of interest to them. The learning elements also include works of art of various styles and from different periods to be explored with the students so that they can learn to interpret and appreciate them or create their own. They also address artistic trades and occupations. Students also learn to use documentary resources to learn about the art world and explore works of art.

Physical and Sports Activities

Physical and sports activities are beneficial for students' physical and mental health, and help prevent the negative effects of a sedentary lifestyle. Students improve their gross motor skills and muscle strength, which allows them more independence in their everyday life. In addition, physical and sports activities enable them to develop a positive perception of their abilities and self-worth. The physical abilities and confidence afforded by these activities allow them to be more active in the community. This area is designed to help students acquire the knowledge needed to encourage them to practise physical and sports activities on a regular basis.

In the learning and evaluation situations based on the educational aims of the life areas, students are given an opportunity to become familiar with different physical and sports activities that can improve their health. The situations are adapted to students' physical abilities and include realistic challenges, motivating them to improve their physical condition. By practising a variety of physical and sports activities, students discover which ones they would like to do on a regular basis. They develop their physical abilities and gradually discover their interests so that they can make the appropriate lifestyle choices.

The learning elements in this area are designed to help students acquire motor skills and adopt safe and ethical behaviours. Some of the learning elements involve inspiring people and events that can help motivate the students. The learning elements related to individual physical and sports activities include the different types of motor actions and the different types of activities. Those related to group physical and sports activities involve the rules to follow in group activities, the different types of activities and elements associated with fair play. The learning elements in this area also include venues and safe behaviours when practising physical and sports activities.

CHAPTER 4

Learning Elements

CHAPTER 4 – LEARNING ELEMENTS

To develop the six competencies in the CASP-II Education Program, students must gradually expand and develop their repertoire of resources, thereby fostering their social participation and self-determination. This chapter contains a list of the learning elements and the resources necessary for their development that are associated with the life areas and complementary areas. They include knowledge, skills, strategies, procedures and techniques essential to the development and application of competencies in a variety of situations. The learning elements were chosen based on the students' age group and diverse abilities. Teachers can choose learning elements based on the situation and on students' needs, which evolve over time. In the learning and evaluation situations, students must make use of the learning elements associated with the life areas, as well as the appropriate learning elements associated with the complementary areas.

Given their importance and relevance for students aged 16 to 21, some of the learning elements from the CASP-I Education Program are included in this program. They can be acquired or consolidated in new contexts. The aim is to help students develop their ability to transfer learning by applying it in a variety of contexts. Additional information or examples are provided to facilitate understanding of the learning elements. Remember that it is not compulsory to cover all the learning elements. The teacher is guided in their choice of learning elements by students' needs and abilities rather than by the order in which they appear in the tables.

LEARNING ELEMENTS ASSOCIATED WITH THE LIFE AREAS

This section includes the learning elements associated with each of the program’s life areas: Personal Care and Well-Being, Home Life, Community Life, Leisure, Travel, and Volunteer and Sociovocational Work. For each life area, the educational aim is followed by a table presenting the focuses of development and the related learning elements. The life areas and focuses of development are prescribed elements of the program. Every life area is covered each year, while the focuses of development are chosen based on the students’ needs and abilities, which evolve over the years and change depending on the challenges faced. However, all of the focuses of development must have been covered by the time students finish school.

Achieving the educational aims associated with the life areas requires that teachers and the other school staff members work together to plan learning activities. It is important to discuss as a team the learning to be acquired in each of these areas and the focuses of development to be explored based on each student’s situation.

Personal Care and Well-Being

Educational aim

To help students adopt responsible behaviours conducive to their health and well-being

PERSONAL CARE AND WELL-BEING	
Focuses of development	Learning elements
Physical and emotional characteristics	<ul style="list-style-type: none"> ▪ Physical traits (e.g. height, weight)
	<ul style="list-style-type: none"> ▪ Physical abilities and limitations (e.g. physical strength, flexibility, mobility)
	<ul style="list-style-type: none"> ▪ Health-related information (e.g. allergies)
	<ul style="list-style-type: none"> ▪ Physiological responses (e.g. yawning when tired, blushing, perspiring on exertion)
	<ul style="list-style-type: none"> ▪ Personality traits (e.g. happy, talkative, impatient, helpful)
	<ul style="list-style-type: none"> ▪ Range of emotions
	<ul style="list-style-type: none"> ▪ Identifying own emotions
	<ul style="list-style-type: none"> ▪ Identifying own needs
Personal hygiene	<ul style="list-style-type: none"> ▪ Personal hygiene techniques and frequency: <ul style="list-style-type: none"> • Brushing teeth • Washing hair • Washing body • Washing hands • Using deodorant • Using feminine hygiene products during menstruation • Wearing incontinence briefs, if necessary

PERSONAL CARE AND WELL-BEING	
Focuses of development	Learning elements
Personal hygiene (cont.)	<ul style="list-style-type: none"> ▪ Body care techniques and frequency: <ul style="list-style-type: none"> • Cleaning and clipping nails • Shaving • Combing or brushing hair • Getting a haircut
	<ul style="list-style-type: none"> ▪ Physical and psychological benefits of good personal hygiene
	<p>Clothing</p> <ul style="list-style-type: none"> ▪ Characteristics of clean clothing ▪ Appropriate clothing for: <ul style="list-style-type: none"> • their size • the weather • the activity • the circumstances
	<p>Assistive devices</p> <ul style="list-style-type: none"> ▪ Procedures for using assistive devices (e.g. glasses, orthotics, hearing aids) ▪ Maintenance : <ul style="list-style-type: none"> • Cleaning techniques • Storage procedures • Techniques for maintaining devices in good working order (e.g. charging batteries, periodic adjustments) ▪ Measures to take during sports activities (e.g. removing hearing aids before going swimming)
	<ul style="list-style-type: none"> ▪ Strategies for dealing with unexpected events related to personal hygiene, such as a lack of feminine hygiene products or paper towels, or clothing soiled during an activity

PERSONAL CARE AND WELL-BEING	
Focuses of development	Learning elements
Healthy lifestyle	<p>Diet</p> <ul style="list-style-type: none"> ▪ Basic elements of a healthy diet: <i>Canada’s Food Guide</i> ▪ Quantity of food adapted to their physical needs and level of activity ▪ Consequences of overeating (e.g. stomach ache, weight gain)
	<p>Active lifestyle</p> <ul style="list-style-type: none"> ▪ Physical activities: <ul style="list-style-type: none"> • At home (e.g. going up and down stairs, doing housework, gardening) • When travelling (e.g. walking, cycling) • Practised alone or with others during their leisure activities (e.g. swimming, playing hockey, attending an aerobic dance class) ▪ Ways of remaining active (e.g. choosing activities adapted to one’s abilities, setting aside time for regular physical activity, reviewing selected activities as needed) ▪ Psychological benefits (e.g. mental relaxation, sleep quality, positive emotions) ▪ Physical benefits (e.g. better capacity for work, increased muscle tone, weight management)
	<p>Sleep</p> <ul style="list-style-type: none"> ▪ Good sleep habits ▪ Recognition of signs of fatigue or lack of sleep ▪ Sleep needs
	<p>Unhealthy habits</p> <ul style="list-style-type: none"> ▪ Unhealthy habits (e.g. smoking, having poor posture, spending too much time in front of a screen, being sedentary, drinking too much alcohol) ▪ Consequences of unhealthy habits

PERSONAL CARE AND WELL-BEING	
Focuses of development	Learning elements
Managing own health	<p>Mental health</p> <ul style="list-style-type: none"> ▪ Strategies for improving well-being ▪ Situations that cause stress and anxiety ▪ Strategies for managing stress and anxiety (e.g. physical activity, breathing techniques, meditation)
	<p>Physical health</p> <ul style="list-style-type: none"> ▪ Description of their ailments, injuries or health problems ▪ Health problems or ailments requiring medical consultation (e.g. doctor, nurse, pharmacist) ▪ Benefits of following the instructions of healthcare personnel after consultation (e.g. avoiding a new infection, reducing or eliminating pain) ▪ Basic techniques for the care and treatment of minor injuries ▪ Procedure for making a medical appointment
	<p>Medication</p> <ul style="list-style-type: none"> ▪ Basic medications (e.g. acetaminophen, ibuprofen, cough syrup) ▪ Measures for taking medications on schedule
	<ul style="list-style-type: none"> ▪ Emergency contacts in the event of a physical or mental health issue (e.g. nurse, dentist, social worker, family doctor)
Safety in personal care and well-being	<p>Safe behaviours</p> <ul style="list-style-type: none"> ▪ Safety rules related to the use of objects, personal care products and devices (e.g. sharp objects, shaving cream, hairdryer) ▪ Measures to prevent physical health issues (e.g. taking medications as prescribed, regular dental exams, consultation of medical personnel in the case of persistent symptoms)

PERSONAL CARE AND WELL-BEING	
Focuses of development	Learning elements
Safety in personal care and well-being (cont.)	<ul style="list-style-type: none"> ▪ Preventive measures when dealing with others (e.g. placing their personal effects in a safe place to avoid losing them or having them stolen, agreeing to meet a stranger if recommended by a friend or family member, notifying a friend or family member before leaving school, home or another place) ▪ Consequences of unsafe behaviours in their environment (e.g. burning themselves by turning on only the hot water to wash their hands, worrying the people around them by leaving without telling anyone)
	<p>Potential safety risks</p> <ul style="list-style-type: none"> ▪ Potential dangers related to: <ul style="list-style-type: none"> • weather conditions (e.g. icy sidewalk, lightning, snowstorm) • home life (e.g. wet floor, unusual odour, smoke) • behaviours presenting a physical threat (e.g. fit of anger, physical violence, verbal aggression) ▪ Procedures or strategies to adopt in the presence of potential danger (e.g. avoiding going out during a storm, wiping a wet floor, asking for help in the case of physical violence)
	<p>Emergency situations</p> <ul style="list-style-type: none"> ▪ Emergency situations (e.g. fire, accident, flood, theft, poisoning, serious injury) ▪ People or services to call depending on the emergency situation (e.g. firefighters, police, ambulance, security guard, school staff member) ▪ Procedures or strategies to adopt in the event of an emergency: <ul style="list-style-type: none"> • Calling for help • Finding a person in charge • Calling emergency services • Calling a friend or family member ▪ Strategies for dealing with unexpected situations, such as a delay in the arrival of emergency services, the momentary absence of the person in charge of the activity or a blocked emergency exit

PERSONAL CARE AND WELL-BEING	
Focuses of development	Learning elements
Interpersonal relationships	<ul style="list-style-type: none"> ▪ Types of interpersonal relationships: <ul style="list-style-type: none"> • Family relationships • Friendships • Intimate relationships • Professional relationships
	<ul style="list-style-type: none"> ▪ Characteristics of interpersonal relationships: <ul style="list-style-type: none"> • Relational needs (e.g. love, friendship, recognition, appreciation) • Characteristics of healthy relationships (e.g. trust, absence of judgment, honesty, pleasure) • Signs of unhealthy relationships (e.g. violence, demeaning comments, feeling negative emotions)
	<p>Social skills for developing interpersonal relationships</p> <ul style="list-style-type: none"> ▪ Approaching a person: <ul style="list-style-type: none"> • Establishing contact (e.g. smiling, looking at the person, moving closer) • Starting a conversation • Introducing themselves
	<ul style="list-style-type: none"> ▪ Establishing a relationship with a person: <ul style="list-style-type: none"> • Agreeing to join them in activities (e.g. meals, games, outings) • Giving compliments • Starting conversations on a regular basis • Inviting the person to join in an activity ▪ Maintaining a positive relationship with a person: <ul style="list-style-type: none"> • Proposing or accepting to meet on a regular basis • Taking the time to listen to the person • Answering their questions • Honoring commitments • Trusting the person • Supporting the person (e.g. listening, comforting, encouraging, providing physical assistance)

PERSONAL CARE AND WELL-BEING	
Focuses of development	Learning elements
Interpersonal relationships (cont.)	<p>Self-assertion</p> <ul style="list-style-type: none"> ▪ Social skills to develop for self-assertion: <ul style="list-style-type: none"> • Expressing their feelings, preferences, tastes • Accepting an invitation that interests them • Expressing refusal • Making choices • Taking the initiative (e.g. making suggestions, asking questions, making decisions) • Defending their rights
	<ul style="list-style-type: none"> ▪ Obstacles to self-assertion (e.g. fear of rejection, fear of making a mistake, shyness)
	<ul style="list-style-type: none"> ▪ Social skills to develop to be able to cooperate: <ul style="list-style-type: none"> • Helping (e.g. a person who asks for help, a person in a difficult situation) • Accepting help • Sharing equipment • Assuming responsibilities • Making suggestions • Honoring commitments • Congratulating a peer for their efforts or achievements • Listening to others’ ideas, even if they differ from their own
	<p>Difficulties inherent in interpersonal relationships</p> <ul style="list-style-type: none"> ▪ Managing emotions: <ul style="list-style-type: none"> • Appropriate ways of expressing emotion • Strategies for regulating their emotions (e.g. taking deep breaths, taking a break) • Recognition of others’ emotions expressed verbally or nonverbally • Ways of reacting appropriately to others’ emotions

PERSONAL CARE AND WELL-BEING	
Focuses of development	Learning elements
Interpersonal relationships (cont.)	<ul style="list-style-type: none"> ▪ Conflict: <ul style="list-style-type: none"> • Causes of conflict (e.g. unresolved disagreement, unmet expectations, jealousy) • Reactions to conflict (e.g. flight, submission, confrontation, collaboration) • Conflict resolution strategies (e.g. explaining their point of view, making compromises, making a gesture of reparation) • Consequences of unresolved conflict (e.g. suppression of feelings, increased fragility, end of relationship)
	<ul style="list-style-type: none"> ▪ Harassment and bullying behaviours: <ul style="list-style-type: none"> • Words, gestures, images or behaviours that hurt, humiliate or socially exclude a person • Ways of reacting to inappropriate behaviour (e.g. expressing refusal, asking for help, leaving the area)
Sexuality	It is essential to address sexuality with students with intellectual disabilities. The related learning elements are described in the ministerial documents that specify the content to cover in sexuality education.

Home Life

Educational aim

To help students learn to participate in everyday home life in a spirit of mutual assistance

HOME LIFE	
Focuses of development	Learning elements
Housework	<p>Housework</p> <ul style="list-style-type: none"> ▪ Procedures: <ul style="list-style-type: none"> • Entire home (e.g. sweeping or vacuuming, emptying and taking out the garbage, dusting, mopping the floors) • Bedroom (e.g. making their bed, changing the sheets) • Kitchen (e.g. washing, drying and putting away the dishes; cleaning the sink, table and counter; cleaning the stove and microwave oven) • Bathroom (e.g. cleaning the sink, tub, mirror and toilet) • Outside (e.g. watering the garden, mowing the lawn, shovelling snow) • Plants (e.g. watering, fertilizing) ▪ Frequency of housekeeping measures (e.g. washing the dishes every day, cleaning the kitchen after every use, sweeping as needed)
	<p>Household products</p> <ul style="list-style-type: none"> ▪ The appropriate household product for the task (e.g. dish soap, laundry soap) ▪ Use of common household products: <ul style="list-style-type: none"> • Technique • Safe handling • Sufficient quantity • Safe storage ▪ Meaning of symbols on hazardous products (e.g. flammable, poison, corrosive, explosive)

HOME LIFE	
Focuses of development	Learning elements
Housework (cont.)	<p>Waste</p> <ul style="list-style-type: none"> ▪ Characteristics of waste: <ul style="list-style-type: none"> • Recyclables • Non-recyclables • Organic matter ▪ Pictograms associated with waste
	<ul style="list-style-type: none"> ▪ Strategies for dealing with unexpected situations related to housekeeping such as a defective appliance, a missing product or a household product spilled on the floor
Care of clothing, towels and linens	<p>Laundry</p> <ul style="list-style-type: none"> ▪ Frequency ▪ Procedures for using appliances (e.g. washer, dryer, iron) ▪ Techniques for hanging clothes on a clothesline or rack to dry ▪ Meaning of symbols
	<p>Storage</p> <ul style="list-style-type: none"> ▪ Folding techniques ▪ Techniques for using a hanger ▪ Appropriate storage spaces
	<ul style="list-style-type: none"> ▪ Strategies for dealing with unexpected situations related to the maintenance and care of clothing and linen, such as torn clothes, a missing button or a jammed zipper
Meal preparation and service	<ul style="list-style-type: none"> ▪ Meal planning steps : <ul style="list-style-type: none"> • Composition of meals, snacks and lunches to go • Composition of a menu • Grocery list: items and quantities needed • Purchase of food items • Storage of food items

HOME LIFE	
Focuses of development	Learning elements
Meal preparation and service (cont.)	<p>Meal preparation</p> <ul style="list-style-type: none"> ▪ Hygiene measures required in a kitchen (e.g. wiping the counter, using clean dishes, washing their hands) ▪ Simple food preparation techniques (e.g. peeling, cutting, spreading, stirring, mixing) ▪ Use of kitchen utensils and accessories (e.g. ladle, measuring cup, knife) ▪ Procedures for using common kitchen appliances (e.g. dishwasher, microwave oven, stove) ▪ Directions for cooking food (e.g. pasta, prepared meals, canned goods) ▪ Components of a recipe: <ul style="list-style-type: none"> • Ingredients • Equipment required • Preparation steps • Cooking instructions
	<ul style="list-style-type: none"> ▪ Food preservation: <ul style="list-style-type: none"> • Storage by category (e.g. fresh food in the refrigerator or freezer, dry goods in the pantry) • Mistakes to avoid (e.g. thawing and refreezing food, leaving food on the counter for too long, waiting too long before eating something)
	<p>Serving meals</p> <ul style="list-style-type: none"> ▪ Setting the table ▪ Putting things away after the meal ▪ Moving food from the kitchen to the dining area ▪ Strategies for dealing with unexpected situations related to meal preparation and service (e.g. expired food, missing ingredient, not finding a tool or utensil, broken stove or microwave)

HOME LIFE	
Focuses of development	Learning elements
Money management	<ul style="list-style-type: none"> ▪ Vocabulary and symbols related to money (e.g. dollar [\$], cent [¢], coins, bills, credit card, debit card) ▪ Identification of coins and bills (e.g. \$1, \$2, \$5, \$10, \$20) ▪ Value of common items ▪ Meaning of words or expressions related to monetary concepts (e.g. <i>more expensive, less expensive, sale, discount, savings</i>) ▪ Ways of earning money (e.g. working for an employer, providing services for family members or neighbours, receiving gifts) ▪ Income and expenses ▪ Advantages of saving ▪ Advantages of planning expenses ▪ List of household bills to pay ▪ Ways of paying bills: <ul style="list-style-type: none"> • At a financial institution • Using electronic payment • At the automatic teller machine (ATM) • Using a debit card
Safety at home	<p>Safe behaviours</p> <ul style="list-style-type: none"> ▪ Safety rules for using objects, household products and appliances (e.g. sharp objects, matches, detergents, kettle) ▪ Safety rules related to the prevention of: <ul style="list-style-type: none"> • theft (e.g. locking the doors when leaving home) • accidents (e.g. keeping floors and stairs free of clutter) • damage (e.g. closing the taps after opening) • fire (e.g. turning off the stove and oven after use, keeping an eye on foods as they cook, not placing objects on or near electric baseboards)

HOME LIFE	
Focuses of development	Learning elements
Safety at home (cont.)	<ul style="list-style-type: none"> ▪ Consequences of not following safety rules at home (e.g. cutting themselves while slicing fruit, causing a fire by forgetting to turn the stove off)
Social relationships at home	<p>Social norms</p> <ul style="list-style-type: none"> ▪ Appropriate behaviour at the table ▪ Respect for items made available to them ▪ Rules to follow when using other people’s property ▪ Behaviours to adopt in common spaces (e.g. knocking before entering a room, closing the bathroom door, limiting noise)
	<ul style="list-style-type: none"> ▪ The rules of their place of residence (e.g. curfews, meal times, person to notify if they are going out)
	<ul style="list-style-type: none"> ▪ Consequences of not following the rules of their place of residence or social norms (e.g. sanctions, reprimands, exclusion)

Community Life

Educational aim

To help students learn to use community services to meet their needs while respecting the rules of community life

COMMUNITY LIFE	
Focuses of development	Learning elements
Characteristics of their environment	<ul style="list-style-type: none"> ▪ Characteristics of their school (e.g. level of education, services offered, student life activities)
	<ul style="list-style-type: none"> ▪ Characteristics of their neighbourhood, town or city (e.g. population, landscape, types of homes)
	<ul style="list-style-type: none"> ▪ Characteristics of the members of their community (e.g. cultural background, language)
Goods and services available in their community	<ul style="list-style-type: none"> ▪ Types of services available in their community: <ul style="list-style-type: none"> • Food (e.g. restaurants, grocery stores, food banks) • Health (e.g. pharmacy, dentist, medical clinic) • Financial services (e.g. banks, credit unions, ATMs) • Clothing (e.g. clothing stores, shoe stores, tailor/dressmaking shops, shoemakers) • Communication (e.g. telephone, cable, telecommunications services) • Beauty care (e.g. barbers, hairdressers, beauty salons) • Recreational activities (e.g. movie theatres, museums, show venues, libraries, skating rinks, community centres) • Public services (e.g. fire department, postal service, municipal police, local employment centre, garbage collection, public transportation, paratransit)
	<p>Responsible consumption</p> <ul style="list-style-type: none"> ▪ Sources of influence regarding consumption (e.g. family, friends, media) ▪ Identification of products that meet their needs

COMMUNITY LIFE	
Focuses of development	Learning elements
Goods and services available in their community (cont.)	<ul style="list-style-type: none"> ▪ Procedure for procuring a good or using services available in their community: <ul style="list-style-type: none"> • Locating the appropriate service • Using an appropriate means of transportation • Following the appropriate steps depending on the service
	<ul style="list-style-type: none"> ▪ Safe payment methods
	<ul style="list-style-type: none"> ▪ Payment methods for goods and services available in their community: <ul style="list-style-type: none"> • Cash • Debit card • Credit card • Electronic payment
	<ul style="list-style-type: none"> ▪ Strategies for dealing with unexpected events related to payment, such as losing their wallet, not having enough money, leaving the store without paying because they are distracted, forgetting their credit card at home
Rights and responsibilities	<ul style="list-style-type: none"> ▪ Human rights (e.g. equality, well-being, safety, private life, work, freedom of expression)
	<ul style="list-style-type: none"> ▪ Legal age for exercising certain rights
	<ul style="list-style-type: none"> ▪ Organizations protecting the rights of people with disabilities (e.g. government agencies, community organizations)
	<p>Social responsibilities</p> <ul style="list-style-type: none"> ▪ Compliance with laws and regulations ▪ Respect for others’ rights and property, public property and the environment ▪ Mutual assistance, commitment ▪ Ecological behaviours (e.g. saving water and electricity, recycling, reusing, purchasing local products) ▪ Possible consequences of a lack of accountability (e.g. conflict, sanctions, exclusion from a group, environmental degradation)

COMMUNITY LIFE	
Focuses of development	Learning elements
Safety in the community	<ul style="list-style-type: none"> ▪ Safe behaviours ▪ Preventive measures associated with different places (e.g. locating the safety exit at the movie theatre, holding the handrail on an escalator in a shopping centre, walking around a pool) ▪ Preventive measures associated with money (e.g. taking one bill out their wallet at a time, keeping their PIN private, refusing to lend their debit or bank card) ▪ Consequences of unsafe behaviours in the community (e.g. injuring someone by jumping into the pool, having to pay for another person’s purchases after lending them their debit card)
Social relationships with members of the community	<ul style="list-style-type: none"> ▪ Rules of conduct of the school ▪ Rules that apply in different places (e.g. being quiet in a movie theatre, turning their phone off in a waiting room) ▪ Social norms (e.g. being polite, respecting their place in line, respecting other people’s privacy, putting garbage in the garbage can) ▪ Consequences of not following the rules that apply in different places or social norms (e.g. sanctions, reprimands, exclusion) ▪ Signs of lack of respect (e.g. insults, obscene gestures, making noise at night, littering, vandalism, theft)

Leisure

Educational aim

To help students learn to practise recreational activities of their choice to improve their well-being

LEISURE	
Focuses of development	Learning elements
Knowledge of own interests and preferences	<ul style="list-style-type: none"> ▪ Their personal situation (e.g. physical abilities, geographic location)
	<ul style="list-style-type: none"> ▪ List of their preference, talents and interests
	<ul style="list-style-type: none"> ▪ Obstacles to overcome to practise a leisure activity (e.g. overcoming their fears, trusting themselves, not being discouraged by negative comments)
	<ul style="list-style-type: none"> ▪ Potential benefits (e.g. relaxation, fun, socializing)
Diversity of leisure activities	<ul style="list-style-type: none"> ▪ Types of activities: <ul style="list-style-type: none"> • Games (e.g. video and board games, making decorative objects) • Sports (e.g. hockey, swimming, hiking) • Artistic activities (e.g. dance, painting, film, music)
	<ul style="list-style-type: none"> ▪ Contexts (e.g. individual, group; indoor, outdoor; seasonal; at home, elsewhere)
	<ul style="list-style-type: none"> ▪ Factors to consider when making a choice (e.g. duration, equipment required, schedule, cost, proximity)
	<ul style="list-style-type: none"> ▪ Different recreational services in their community (e.g. movie theatre, bowling alley, municipal pool, library, skating rink, museum, recreation centre)
	<ul style="list-style-type: none"> ▪ Search tools for exploring possible leisure activities (e.g. ads, Internet, directory of activities, social network)
Planning of leisure activities	<ul style="list-style-type: none"> ▪ Arranging their schedule based on their choice of activities
	<ul style="list-style-type: none"> ▪ Conditions for using services (e.g. access, admission, registration, reservation)

LEISURE	
Focuses of development	Learning elements
Planning of leisure activities (cont.)	<ul style="list-style-type: none"> ▪ Preparation (e.g. checking the schedule; preparing the equipment; planning transportation, accompanying resources, expenses) ▪ Strategies for dealing with unexpected events related to planning activities, such as cancellation of the activity, inability to get to the activity, new schedule
Safety in leisure activities	<ul style="list-style-type: none"> ▪ Safety rules that apply to their chosen leisure activities
Social relationships in leisure activities	<ul style="list-style-type: none"> ▪ Social norms (e.g. being polite, respecting authority and the property made available) ▪ Rules of ethics in the practice of group leisure activities: <ul style="list-style-type: none"> • Using respectful language • Following the rules • Honoring commitments • Accepting their partners' or teammates' mistakes • Controlling their emotions whether they win or lose

Travel

Educational aim

To help students learn to move around in their immediate environment and their community

TRAVEL	
Focuses of development	Learning elements
Means of determining location	▪ Reference points for situating themselves in space (e.g. up, down; near, far; left, right)
	▪ Reference points in a building (e.g. elevator, pictograms, reception desk, room number)
	▪ Reference points in the environment (e.g. public buildings, houses, residential buildings, streets, waterways, vegetation)
	▪ Signage (e.g. traffic signs, traffic lights, pedestrian crossings, road signs)
	▪ Technological tools (e.g. mobile app, trip calculator, GPS)
Planning travel	▪ Means of travelling in their area (e.g. bicycle, school bus, taxi, paratransit, public transportation, car)
	▪ Elements to consider before travelling: <ul style="list-style-type: none"> • Destination • Means of transportation • Itinerary • Schedule (departure and arrival times) • Appropriate clothing • Payment method
	▪ Travel planning aids (e.g. memory aid, checklist)

TRAVEL	
Focuses of development	Learning elements
Safety when traveling	<p>Safe behaviours</p> <ul style="list-style-type: none"> ▪ Safety rules depending on the means of transportation: <ul style="list-style-type: none"> • By foot • By bicycle • Using public transportation • By car
	<ul style="list-style-type: none"> ▪ Preventive measures associated with travelling (e.g. having an ID card, an emergency phone number cash or another payment method; refusing to follow a stranger) ▪ Consequences of unsafe behaviours while travelling (e.g. getting hit by a car while crossing the street, being mugged or attacked after following a stranger)
	<ul style="list-style-type: none"> ▪ Strategies for dealing with unexpected events related to travelling, such as a change in the bus schedule, cancellation of transportation, closed street, getting lost
Social relationships when traveling	<ul style="list-style-type: none"> ▪ Rules that apply to talking to strangers when travelling (e.g. ways of starting a conversation, topic, duration of the conversation)
	<ul style="list-style-type: none"> ▪ Social norms related to public transportation: <ul style="list-style-type: none"> • Respecting their place in line • Greeting the driver • Avoiding disruptive noises

Volunteer and Sociovocational Work

Educational aim

To help students learn to explore volunteer and sociovocational work with a view to finding contributive activities²³ adapted to their personal characteristics

VOLUNTEER AND SOCIOVOCATIONAL WORK	
Focuses of development	Learning elements
Personal characteristics related to work	▪ Health condition (e.g. physical and mental health, pain, recurring ailments, medications)
	▪ Aptitudes (e.g. attention span, ability to concentrate or adapt, initiative, physical strength, resistance to stress)
	▪ Behaviours in groups and in interpersonal relationships
	▪ Interests and talents
	▪ Hopes for the future
Characteristics of the volunteer and employment sectors	▪ Volunteer and employment opportunities
	▪ Working conditions (e.g. schedule, individual or team work, compensation)
	▪ Place of work (e.g. neighbourhood, company, community organization, store)
	▪ Difficulties and constraints (e.g. change in routine, set schedule, frequent travelling, negative experiences)
	▪ The benefits of contributive activities (e.g. enhanced self-esteem, breaking out of isolation, extra income)

²³ 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.

VOLUNTEER AND SOCIOVOCATIONAL WORK	
Focuses of development	Learning elements
Workplace expectations	<p>Requirements associated with the tasks to be performed</p> <ul style="list-style-type: none"> ▪ Application of the established procedure for performing the task ▪ Application of work methods and techniques specific to the task ▪ Compliance with quality standards (e.g. expected product, compliance with instructions) ▪ Use of tools and equipment in accordance with instructions ▪ Maintenance of tools and equipment in accordance with instructions ▪ Storage of tools and equipment in accordance with instructions ▪ Strategies for meeting the requirements associated with the tasks to be performed: <ul style="list-style-type: none"> • Watching an experienced person performing the task • Paying attention to instructions and explanations • Asking for help • Verifying their understanding of the task and operating and safety rules • Asking for additional explanations • Using a practical method for making sure they follow all the steps in the procedure (e.g. checking or crossing items off)
	<p>Expected behaviours</p> <ul style="list-style-type: none"> ▪ Perseverance: <ul style="list-style-type: none"> • Continuing to try until the task is completed despite obstacles or difficulties • Remaining calm when faced with difficulties, unexpected events or hurdles • Trying to find a solution to a problem or unexpected event instead of giving up • Demonstrating a desire to improve (e.g. starting a step over, practising a technique) ▪ Adaptability and flexibility: <ul style="list-style-type: none"> • Following the rules in effect • Willingly agreeing to perform a new task or accept a new schedule • Reacting positively to constructive criticism and suggestions

VOLUNTEER AND SOCIOVOCATIONAL WORK	
Focuses of development	Learning elements
Workplace expectations (cont.)	<ul style="list-style-type: none"> • Agreeing to make corrections or adjustments • Managing their stress in new or difficult situations ▪ Reliability: <ul style="list-style-type: none"> • Performing the task without wasting time • Using their time to perform their duties and not for personal matters • Respecting their scheduled arrival, departure and break times • Reporting for work as scheduled • Justifying their absences and late arrivals ▪ Autonomy: <ul style="list-style-type: none"> • Performing tasks without having to be continually supervised • Asking the right people for help at the right time • Showing an interest and motivation in their work • Reporting a problem to the appropriate person • Engaging and participating in the proposed activities • Showing initiative
Safety in a work setting	<ul style="list-style-type: none"> ▪ Health and safety rules ▪ Consequences of not following health and safety rules (e.g. becoming injured, receiving a warning, being fired)
Social relationships	<ul style="list-style-type: none"> ▪ Social norms: <ul style="list-style-type: none"> • Rules of politeness • Respect for the hierarchy • Respect for equipment • Observance of the rules of hygiene • Appropriate clothing • Respect for other people’s privacy

LEARNING ELEMENTS ASSOCIATED WITH THE COMPLEMENTARY AREAS

This section includes the learning elements related to each of the program’s complementary areas: *English Language Arts, Mathematics, Information and Communications Technologies, The Arts, Physical and Sports Activities*. The learning elements needed to develop the program competencies are grouped by category in a table for each complementary area.

The complementary areas and categories are prescribed elements of the program. All of the complementary areas are covered each year, while the categories are chosen based on students’ abilities, which evolve over the years. However, all of the categories must be taken into account by the time students finish school.

English Language Arts – Oral Communication

ENGLISH LANGUAGE ARTS – ORAL COMMUNICATION	
Categories	Learning elements
Knowledge	<p>Vocabulary to understand and use</p> <ul style="list-style-type: none"> ▪ Common words related to the life areas ▪ Words related to the complementary areas
	<p>Alternative means of communication²⁴</p> <ul style="list-style-type: none"> ▪ Nonverbal language: <ul style="list-style-type: none"> • Facial expressions and gestures used to express emotion (e.g. joy, sadness, anger, fear, surprise, disgust) • Facial expressions and gestures used to express interest or disinterest • Natural gestures (e.g. pointing to an object, photograph or pictogram; nodding or shaking their head to express agreement or disagreement; thumbs up to express pride or agreement) • Learned gestures that are part of a recognized repertoire (e.g. Québec Sign Language, Mains animées) ▪ Communication aids: <ul style="list-style-type: none"> • Non-technological tools (e.g. binder with pictograms, communication board, photos, posters) • Technological aids (e.g. digital device with recorded voice, voice synthesizer, mobile device apps, software)
	<p>Reasons for speaking and listening</p> <ul style="list-style-type: none"> ▪ Listening to gather information, act or learn ▪ Asking for or sharing information ▪ Expressing their preferences, emotions, interests or needs, or listening to those of others

²⁴ Alternative means of communication encompass all human and material resources that enable a person to communicate differently or better than through the usual and natural means if these means are altered or absent. They compensate for or replace a lack of speech, a major speech impediment or a language impairment that affects communication, in order to facilitate both expression and reception. Source: Presentation on alternative and augmentative communication (AAC) given in February 2020 by Nathalie Doucet, speech therapist for people with intellectual disabilities and autism spectrum disorder at the Centre intégré universitaire de santé et de services sociaux de la Mauricie-et-du-Centre-du-Québec.

ENGLISH LANGUAGE ARTS – ORAL COMMUNICATION	
Categories	Learning elements
Knowledge (cont.)	<ul style="list-style-type: none"> ▪ Sharing their ideas or listening to those of others ▪ Listening to or recounting a story or an event
Strategies	<p>Listening strategies</p> <ul style="list-style-type: none"> ▪ Adopting a listening posture (e.g. signs of attentiveness, looking at the person who is talking, body language) ▪ Listening attentively (e.g. maintaining eye contact, giving signs of approval, showing support) ▪ Paying attention to nonverbal language (e.g. gestures, facial expressions) ▪ Using gestures or facial expressions to signal incomprehension, interest, agreement or disagreement ▪ Repeating or reformulating what was said to show that they understand
	<p>Strategies for participating in a conversation</p> <ul style="list-style-type: none"> ▪ Starting a conversation using a gesture, word or sentence ▪ Requesting a turn to speak during a conversation using a gesture, word or sentence ▪ Expressing themselves at the appropriate time ▪ Speaking loudly enough to be understood ▪ Respecting people’s turn to speak ▪ Respecting the topic of the conversation ▪ Signalling their incomprehension to the other person using a gesture, a word or both ▪ Asking questions to obtain more information or clarification ▪ Reacting to what is said during the conversation ▪ Ending the conversation using a gesture, word or sentence ▪ Using communication aids

ENGLISH LANGUAGE ARTS – ORAL COMMUNICATION	
Categories	Learning elements
Strategies (cont.)	<p>Strategies for adjusting to different contexts</p> <ul style="list-style-type: none"> ▪ Adapting physical distance depending on the person they are interacting with (e.g. friend, school principal, police officer visiting the school) ▪ Adjusting the volume of their voice depending on the location or the person they are interacting with (e.g. at the library, when talking to the bus driver) ▪ Adjusting how fast they speak depending on the person they are interacting with ▪ Addressing problems with communication when the person they are interacting with doesn't understand (e.g. repeating, speaking more loudly, using a gesture, using another communication aid) ▪ Taking into account the rules relating to different conversation contexts (e.g. group or one-on-one discussion, discussion with a friend in a public place, conversation with a practicum supervisor) ▪ Modifying how they speak depending on the person they are interacting with (e.g. friend, parent, school staff member, hierarchical supervisor, stranger)

English Language Arts – Reading

ENGLISH LANGUAGE ARTS – READING	
Categories	Learning elements
Knowledge related to words and pictograms	<p>Recognizing familiar spoken words in writing</p> <ul style="list-style-type: none"> ▪ Common and useful words: <ul style="list-style-type: none"> • In their immediate environment (e.g. name of a store, service, food, common household product) • On forms (e.g. <i>name, address, check, circle, signature</i>) ▪ Standard formulations often used in a variety of contexts: <ul style="list-style-type: none"> • Greetings (e.g. <i>hello, goodbye, see you soon</i>) • Thanks (e.g. <i>thank you very much, thanks, that's nice of you</i>) • Wishes (e.g. <i>congratulations, happy birthday, have a good day, have a great vacation</i>)
	<p>Meaning of pictograms</p> <ul style="list-style-type: none"> ▪ In public places (e.g. restaurant and store logos, restroom symbols, public transit system logo, prohibition signs, pedestrian road signs) ▪ In their immediate environment (e.g. in their agenda, in a sequence of operations at work, in the classroom)
Knowledge related to sentences	<p>Words or groups of words that convey meaning</p> <ul style="list-style-type: none"> ▪ Time markers (e.g. <i>today, tomorrow, morning, evening, before, now, after</i>) ▪ Negative markers (e.g. <i>not, never</i>) ▪ Question words (e.g. <i>who, what, where, when, why, how</i>) ▪ Key words for understanding (e.g. the action and who is carrying out the action)
	<p>Role of punctuation</p> <ul style="list-style-type: none"> ▪ Period ▪ Question mark ▪ Exclamation mark

ENGLISH LANGUAGE ARTS – READING	
Categories	Learning elements
Knowledge related to texts	<p>Reasons for reading</p> <ul style="list-style-type: none"> ▪ Entertainment (e.g. picture storybook, comic book, magazine) ▪ Information (e.g. schedule, menu, flyer) ▪ Action (e.g. game rules, instructions, recipes, regulations) ▪ Understanding (e.g. word bank with pictograms, thematic and visual dictionaries)
	<p>Strategies for recognizing pictograms</p> <ul style="list-style-type: none"> ▪ Recognizing pictograms in different environments ▪ Recognizing pictograms in different forms <p>Strategies for recognizing words in a variety of contexts</p> <ul style="list-style-type: none"> ▪ Spontaneously recognizing familiar spoken and written words in context: <ul style="list-style-type: none"> • Common and useful words • On different media (e.g. household product in different containers) • Using different types of print (e.g. bread/BREAD, milk/<i>milk</i>) • Repeated often in a text ▪ Identifying words that are familiar when spoken but unfamiliar in writing, using a combination of means and indicators: <ul style="list-style-type: none"> • Illustrations or photos • Context • Reference tools (e.g. dictionary, posters, primer, pictograms) • The first letters of a word • Length of a word (e.g. three-letter word, compound word) <p>Strategies for managing comprehension</p> <p>Reading readiness</p> <ul style="list-style-type: none"> ▪ Determining the reason for reading ▪ Looking at the cover of a book or the home page of a website (e.g. title, keywords, illustrations)
Strategies	

ENGLISH LANGUAGE ARTS – READING	
Categories	Learning elements
Strategies (cont.)	<p>Sentence comprehension</p> <ul style="list-style-type: none"> ▪ Identifying the signs that separate sentences to better understand the text (e.g. capital letter, period, question mark, exclamation mark) ▪ Identifying important information in a sentence : <ul style="list-style-type: none"> • Identifying the subject • Identifying the words that convey meaning • Identifying the action and who is carrying out the action <p>Reading comprehension</p> <ul style="list-style-type: none"> ▪ Using a variety of indicators to identify the important information in a text: <ul style="list-style-type: none"> • Graphic indicators (e.g. font size, bold or italic text, underline) • Attention-grabbing words or expressions • Repetitions ▪ Identifying relevant information in a short text: <ul style="list-style-type: none"> • Answers to their questions (e.g. birth date of their favourite celebrity on a website) • Information needed to make a choice (e.g. activity in a recreation program) • Information useful for doing something (e.g. steps in a recipe, board game instructions) • To provide the information requested (e.g. filling out a registration form for a recreational activity or a job application) • Events in a news story or a narrative <p>Strategies for overcoming their difficulties</p> <ul style="list-style-type: none"> ▪ Use of reading aids (e.g. auditory feedback via voice synthesis, highlighting of the word read) ▪ Rereading a word or sentence in an effort to understand it ▪ Using a reference tool (e.g. word bank with pictograms, thematic and visual dictionary, electronic dictionary) ▪ Asking for help

English Language Arts – Writing

ENGLISH LANGUAGE ARTS – WRITING	
Categories	Learning elements
Knowledge	<p>Reasons for writing</p> <ul style="list-style-type: none"> ▪ Transcribing or noting useful information (e.g. writing down an appointment, preparing a grocery list) ▪ Providing information (e.g. writing down their address, filling out a registration form for an activity or a job application, entering their username and password) ▪ Expressing themselves (e.g. sending a greeting card, letter, text, email) ▪ Creating (e.g. writing a digital book, a short story)
	<p>Sentences</p> <ul style="list-style-type: none"> ▪ Word order ▪ Capital letter at the beginning of a sentence ▪ Punctuation at the end of a sentence: <ul style="list-style-type: none"> • Period • Question mark • Exclamation mark
	<p>Spelling of common words</p> <ul style="list-style-type: none"> ▪ Useful words: <ul style="list-style-type: none"> • Personal information (e.g. <i>name, address</i>) • Regarding their areas of interest • To meet their functional needs ▪ Standard formulations used in a variety of contexts: <ul style="list-style-type: none"> • Greetings (e.g. <i>hello, see you soon</i>) • Thanks (e.g. <i>thank you very much, that’s nice of you</i>) • Expressing feelings (e.g. <i>I like, I’m happy, I’m sad</i>) • Wishes (e.g. <i>congratulations, happy birthday, have a good day, have a great vacation</i>)

ENGLISH LANGUAGE ARTS – WRITING	
Categories	Learning elements
Strategies	<p>Planning strategies</p> <ul style="list-style-type: none"> ▪ Determining the recipient ▪ Determining the purpose of their message ▪ Taking the context into account ▪ Organizing their ideas based on a plan or using a digital tool (e.g. concept map, application)
	<p>Strategies for writing and revising</p> <ul style="list-style-type: none"> ▪ Reproducing a short message based on a template ▪ Modifying a template to write a sentence or short text that serves the purpose of their message ▪ Choosing suitable words from a word bank for conveying the purpose of their message ▪ Writing sentences using familiar words or expressions ▪ Rereading their sentences to make sure all the words are there ▪ Checking that the signs separating sentences are there (e.g. capital letter, period)
	<p>Strategies for overcoming their difficulties</p> <ul style="list-style-type: none"> ▪ Using writing aids (e.g. word prediction feature with pictographic support, voice recognition to produce a text, conversion of phonological to orthographic text) ▪ Asking for help ▪ Having their text reread

Mathematics – Arithmetic

MATHEMATICS – ARITHMETIC	
Categories	Learning elements
<p>Reading, writing and meaning of information in number form</p>	<ul style="list-style-type: none"> ▪ Reading : <ul style="list-style-type: none"> • Clothing or shoe size • Address and apartment or suite number • Telephone number • Movie theatre viewing room number • Page number • Bus number • Television channels • Debit or credit card number ▪ Writing: <ul style="list-style-type: none"> • Address and apartment number • Telephone number • Social insurance number
<p>Reading, writing and meaning of numbers</p>	<ul style="list-style-type: none"> ▪ Meaning of expressions or words related to: <ul style="list-style-type: none"> • the concept of quantity (e.g. <i>none, all, a few, several, a little, a lot</i>) • the comparison of quantities (e.g. <i>equal, same, more, less, fewer, largest, smallest</i>) ▪ Reading numbers in everyday life (e.g. price of a meal at the cafeteria or in a restaurant, number of fruits required to make a recipe, price advertised in a flyer, number of tablets indicated on a pill bottle) ▪ Writing numbers in everyday life (e.g. number of items on a grocery list, number of fruits eaten each day in a diet, price of items to sell for a fundraising activity)

MATHEMATICS – ARITHMETIC	
Categories	Learning elements
<p>Reading, writing and meaning of numbers (cont.)</p>	<ul style="list-style-type: none"> ▪ Counting in everyday situations (e.g. number of clean t-shirts, points in a board game, people present, tablets remaining in a pill bottle) ▪ Comparing numbers in everyday situations (e.g. a case of 24 bottles contains more than a case of 12, a t-shirt that costs \$15.49 is less expensive than one that costs \$21.49) ▪ Meaning of percentage in everyday life (e.g. 80% probability of precipitation means a high risk of rain, 10% discount on an item means that the amount off is small compared with the original price, 5% or less of an ingredient in a prepared food is not much, 15% or more in their daily diet is a lot) ▪ Meaning of fraction: division of an element or a set of elements into equivalent parts (e.g. sharing 8 felt-tip pens between 2 students, sharing a cake among 4 friends) ▪ Vocabulary related to fractions: <i>half, quarter, third</i> ▪ Concrete, graphic or symbolic representation of fractions in everyday life (e.g. half a pizza, $\frac{1}{4}$ cup of milk)
<p>Meaning of operations and operations on numbers</p>	<ul style="list-style-type: none"> ▪ Meaning of expressions or words related to: <ul style="list-style-type: none"> • addition and subtraction (e.g. <i>add, total, sum, subtract, difference, take away</i>) • multiplication and division (e.g. <i>multiply, repeat, divide, separate</i>) ▪ Meaning of addition and subtraction ▪ Meaning of multiplication and division ▪ Vocabulary and symbols associated with the four operations: <ul style="list-style-type: none"> • Addition : plus (+) • Subtraction: minus (–) • Multiplication : times or multiplied by (x) • Division : divided by (÷)

MATHEMATICS – ARITHMETIC	
Categories	Learning elements
<p>Meaning of operations and operations on numbers (cont.)</p>	<ul style="list-style-type: none"> ▪ The usual calculator keys: <ul style="list-style-type: none"> • Digits from 0 to 9 • +, -, ×, ÷ • On, off • C, CE or AC to clear • . for decimal point in prices (e.g. price of a phone) ▪ Use of a calculator to perform operations on numbers in everyday situations (e.g. adding the price of 2 or 3 items, calculating the price difference between 2 products)

Mathematics – Measurement

MATHEMATICS – MEASUREMENT	
Categories	Learning elements
Length	<ul style="list-style-type: none"> ▪ Vocabulary and symbols associated with the conventional units for measuring length: <ul style="list-style-type: none"> • Millimetre (mm) • Centimetre (cm) • Metre (m) • Kilometre (km) ▪ Meaning of expressions or words associated with the comparison of lengths (e.g. <i>longer than, higher than, shorter than, wider than, equal to</i>) ▪ Everyday situations that require measuring length (e.g. distance to a friend’s house, waist size to determine clothing size, height of their favourite athlete) ▪ Usual instruments for measuring length (e.g. ruler, tape measure, bike odometer) ▪ Strategies for measuring length: <ul style="list-style-type: none"> • Choosing the appropriate instrument for the situation • Applying the appropriate measuring technique • Reading measurements based on the graduation on the instrument (e.g. 80 cm, 5 km)
Temperature	<ul style="list-style-type: none"> ▪ Vocabulary and symbols associated with units of measurement of temperature: <ul style="list-style-type: none"> • Degrees Celsius (°C) • Degrees Fahrenheit (°F) ▪ Meaning of expressions or words associated with the comparison of temperatures (e.g. <i>colder than, warmer than, same as</i>) ▪ Measuring temperature in everyday situations (e.g. outdoor temperature before leaving the house, safe cooking temperatures for meat) ▪ The usual instruments used to measure temperature (e.g. thermometer for outdoor temperature, for cooking, for checking body temperature)

MATHEMATICS – MEASUREMENT	
Categories	Learning elements
Temperature (cont.)	<ul style="list-style-type: none"> ▪ Strategies for measuring temperature: <ul style="list-style-type: none"> • Choosing the appropriate instrument for the situation • Applying the appropriate technique for placing the thermometer • Waiting the recommended amount of time to obtain a precise measurement, if necessary • Reading measurements based on the graduation on the instrument (e.g. 25°C)
Volume	<ul style="list-style-type: none"> ▪ Vocabulary and symbols associated with the main units for measuring volume: <ul style="list-style-type: none"> • <i>Millilitre (mL)</i> • <i>Litre (L)</i> • <i>Cup (c)</i> • <i>Teaspoon (tsp)</i> • <i>Tablespoon (tbsp)</i> ▪ Meaning of expressions or words associated with the comparison of volumes (e.g. <i>full, empty, more than, less than, equal to</i>) ▪ Everyday situations involving measuring volume (e.g. quantity of ingredients needed for a recipe, quantity of cleaning product required to clean a floor, medication dose) ▪ Common instruments used to measure volume (e.g. measuring cup, teaspoon, tablespoon) ▪ Strategies for measuring volume: <ul style="list-style-type: none"> • Choosing the appropriate instrument for the situation • Placing the instrument horizontally • Pouring in the liquid or dry ingredient until it reaches the appropriate line
Mass	<ul style="list-style-type: none"> ▪ Vocabulary and symbols associated with the main units for measuring mass: <ul style="list-style-type: none"> • <i>Gram (g)</i> • <i>Kilogram (kg)</i> • <i>Pound (lb)</i>

MATHEMATICS – MEASUREMENT	
Categories	Learning elements
Mass (cont.)	<ul style="list-style-type: none"> ▪ Meaning of expressions or words associated with the comparison of masses (e.g. <i>heavier than, not as heavy as, lighter than</i>) ▪ Everyday situations involving measuring mass (e.g. amount of a meat tray, a bag of rice, a box of pasta) ▪ Common instruments for measuring mass (e.g. kitchen scale, bathroom scale) ▪ Strategies for measuring mass: <ul style="list-style-type: none"> • Choosing the appropriate instrument for the situation • Placing the instrument on a flat horizontal surface • Making sure that the arrow points to zero or that the digital display indicates zero before placing the object or stepping on a scale • Reading measurements based on the graduation on the instrument (e.g. 60 kg, 120 lbs, 5 g)
Time	<ul style="list-style-type: none"> ▪ Meaning of words associated with time (e.g. <i>second, minute, hour, day, week, month, year</i>) ▪ Meaning of the abbreviations <i>a.m.</i> and <i>p.m.</i> ▪ Everyday instruments involving measuring time (e.g. watch, schedule, agenda) ▪ Reading different ways of indicating time (e.g. 3:15 a.m., 3:15 p.m., <u>3:15</u>, 15:15) ▪ Reading time on a digital display (e.g. watch, alarm clock) ▪ Reading time on an analog display ▪ Reading times on different media: <ul style="list-style-type: none"> • Different types of schedules (e.g. classes, bus, TV shows, movie showtimes) • Agenda or calendar • Timer ▪ Use of instruments to manage time in everyday situations (e.g. planning their day, duration of a task, personal care schedule, medical appointment, outing time, cooking time for a dish) ▪ Equivalence between units of measurement of time (e.g. 1 day = 24 hours, 1 week = 7 days) ▪ Strategies for dealing with unexpected events related to time management, such as a schedule change, waking up late or a time change

Information and Communications Technologies

INFORMATION AND COMMUNICATIONS TECHNOLOGIES	
Categories	Learning elements
Vocabulary	<ul style="list-style-type: none"> ▪ Common and useful words related to: <ul style="list-style-type: none"> • technological tools (e.g. <i>computer, tablet, smartphone, digital pen</i>) • peripherals (e.g. <i>keyboard, touchscreen, printer, stylus</i>) • the organization of information (e.g. <i>desktop, menu, folder, file</i>) • applications (e.g. <i>email, word processing, web browser</i>)
Basic techniques and procedures	<p>Smartphone, tablet and portable digital player</p> <ul style="list-style-type: none"> ▪ Turning the device on and off ▪ Using the touchscreen (e.g. touching, swiping, spreading, pinching) ▪ Opening and closing an app ▪ Using a tactile keyboard with their fingers or a stylus (e.g. capital letters, numbers, letters, microphone option) ▪ Using universal icons (e.g. battery, Wi-Fi, cell network) ▪ Recharging the battery at the appropriate time ▪ Cleaning the screen ▪ Recognizing their contacts ▪ Recognizing the basic apps ▪ Downloading an app
	<p>Computer</p> <ul style="list-style-type: none"> ▪ Turning the device on and off ▪ Turning the screen on and off ▪ Opening and closing a session ▪ Using a mouse (e.g. standard, inverted or adaptive) or touchpad ▪ Using a standard or adaptive keyboard ▪ Using a touchscreen

INFORMATION AND COMMUNICATIONS TECHNOLOGIES	
Categories	Learning elements
Basic techniques and procedures (cont.)	<ul style="list-style-type: none"> ▪ Locating, opening and closing a document ▪ Locating, opening and closing an application ▪ Using universal icons (e.g. battery, Wi-Fi, recycle bin, speaker volume) ▪ Recharging the battery at the appropriate time ▪ Cleaning the screen
Using technological tools	<p>Email</p> <ul style="list-style-type: none"> ▪ Opening and closing their inbox ▪ Using different functions: <ul style="list-style-type: none"> • Reply • Reply all • Send • Delete • Forward ▪ Writing an email: <ul style="list-style-type: none"> • Filling out the sections before writing the message (e.g. to, subject) • Writing the text in the appropriate space • Adding attachments, photos or emojis ▪ Distinction between read and unread messages <p>The Web</p> <ul style="list-style-type: none"> ▪ Uses for the Web (e.g. finding information, shopping, entertainment) ▪ Using a browser (e.g. tabs, search field, navigation buttons, bookmarks) ▪ Access to a website (e.g. search by keyword, address)

INFORMATION AND COMMUNICATIONS TECHNOLOGIES	
Categories	Learning elements
Using technological tools (cont.)	<p>Word processing</p> <ul style="list-style-type: none"> ▪ Main functions: <ul style="list-style-type: none"> • Formatting (e.g. font, layout, insertion) • Saving (e.g. file name, folder) • Printing (e.g. number of copies, choice of printer)
	<p>Technological aids</p> <ul style="list-style-type: none"> ▪ Oral communication aids (e.g. communication board with recorded voice) ▪ Reading aids (e.g. auditory feedback via voice synthesis) ▪ Writing aids (e.g. word prediction feature with pictographic support, conversion of phonological to orthographic text) ▪ Job aids (e.g. customized tutorials, voice or visual messages showing the different steps involved in a task)
	<p>Software and applications</p> <ul style="list-style-type: none"> ▪ Entertainment: <ul style="list-style-type: none"> • Taking, viewing or editing photos • Listening to or creating music • Producing, viewing or editing videos • Reading or creating digital books • Playing games • Following their favourite sports team ▪ Communication : <ul style="list-style-type: none"> • Reading and writing texts • Making audio and video calls • Participating in a video conference • Keeping up to date with the news (e.g. newspapers, magazines, newsletters) • Using social media • Managing their list of contacts

INFORMATION AND COMMUNICATIONS TECHNOLOGIES	
Categories	Learning elements
Using technological tools (cont.)	<ul style="list-style-type: none"> ▪ Travel: <ul style="list-style-type: none"> • Using a geolocation app • Checking public transit schedules ▪ Organization: <ul style="list-style-type: none"> • Managing time (e.g. alarms, calendar) • Following a sequence or routine • Taking notes or making lists ▪ Money management: <ul style="list-style-type: none"> • Doing bank transactions • Calculating tips or discounts ▪ Meeting of different needs: <ul style="list-style-type: none"> • Checking the weather • Ordering a meal • Purchasing or downloading an app • Following a training program
	<p>Strategies for using technological tools effectively</p> <ul style="list-style-type: none"> ▪ Choosing the right app for the task (e.g. using the telephone app to make a call on their cellphone, using text messaging to transmit brief information) ▪ Consulting a memory aid to use a technological tool or software program ▪ Checking the charge on the battery ▪ Adopting strategies to deal with unexpected events or the most common technological issues, such as a lack of paper in the printer, a warning when the battery is low, a message concerning a dangerous virus, a breakdown

INFORMATION AND COMMUNICATIONS TECHNOLOGIES	
Categories	Learning elements
<p>Safety when using information and communications technologies</p>	<p>Strategies for using technological tools safely</p> <p>The Web</p> <ul style="list-style-type: none"> ▪ Using sites deemed safe by the adult ▪ Locating indicators that a website is reliable (e.g. lock or other recognized icon next to the website address, official site of a store or government agency) ▪ Making sure that the site is reliable before providing personal information ▪ Asking for help (e.g. to make sure a site is reliable, in case of doubt or fraud) <p>Social media</p> <ul style="list-style-type: none"> ▪ Recognizing signs of cyberbullying ▪ Referring to a resource person to check whether cyberbullying is taking place ▪ Asking for help in the case of bullying ▪ Sharing photos or documents only with people they know ▪ Sharing personal information only with people they know <p>Email</p> <ul style="list-style-type: none"> ▪ Recognizing requests for personal information in emails ▪ Asking for help before opening an email in case of doubt as to its origin <p>Password management</p> <ul style="list-style-type: none"> ▪ Understanding the usefulness of a password ▪ Choosing a safe password ▪ Keeping their passwords safe
<p>Digital ethics</p>	<p>Rules of ethics in emails, social media and texts</p> <ul style="list-style-type: none"> ▪ Not writing hate messages ▪ Avoiding using only capital letters ▪ Not posting compromising photos ▪ Asking for permission before forwarding a message received ▪ Notifying the person in question before sharing their contact information or photos of them

The Arts

THE ARTS	
Categories	Learning elements
Artists	<p>Artists to discover</p> <ul style="list-style-type: none"> Artists of the past and present, from here and elsewhere (e.g. actors, painters, dancers, musicians, singers) Locally known artists Their favourite artists
Cultural venues	<p>Cultural venues to visit</p> <ul style="list-style-type: none"> Venues in their immediate environment (e.g. movie theatre, cultural centre, library) Recognized venues (e.g. museums, heritage sites, theatres, art schools, show venues) Interior or exterior public spaces (e.g. entrance to a municipal building, park, garden, themed walking path) Their preferences concerning the cultural venues visited
Artistic events	<p>Artistic events to participate in</p> <ul style="list-style-type: none"> Shows put on at school or at a cultural centre (e.g. concerts, plays, dance productions) Exhibits (e.g. painting, sculpture, photography) Festivals (e.g. theatre, film, dance, music) Their preferences concerning participation in artistic events
Works of art	<p>Works of art to view, create or interpret, from different artistic periods and in various styles</p> <ul style="list-style-type: none"> Drama, visual arts, dance or music productions by students Plays (e.g. comedies, dramas) Visual works of art (e.g. paintings, sculptures, digital productions) Choreographic works (e.g. classical, contemporary, social, folk dance)

THE ARTS	
Categories	Learning elements
Works of art (cont.)	<ul style="list-style-type: none"> ▪ Works of music (e.g. classical, jazz, country, rock, folk music, musical plays) ▪ Cinematographic styles (e.g. short film, animation, documentary) ▪ Main techniques associated with works to create or interpret
Trades and occupations related to the arts	<p>Trades and occupations to discover</p> <ul style="list-style-type: none"> ▪ Drama (e.g. playwright, actor, makeup artist, director, lighting designer, scriptwriter, costume designer) ▪ Visual arts (e.g. artist, designer, graphic artist, photographer, filmmaker) ▪ Dance (e.g. choreographer, dancer, makeup artist, costume designer, videographer) ▪ Music (e.g. instrumentalist, singer, backup vocalist, recording studio technician) ▪ Trades and occupations related to their areas of interest ▪ One or more tasks to try as part of a contributive activity
Documentary resources	<p>Documentary resources to learn about the arts and explore works of art</p> <ul style="list-style-type: none"> ▪ Books, print magazines ▪ Films, videos ▪ Digital media ▪ Live or recorded radio, television or online broadcasts (e.g. documentaries, interviews, shows) ▪ Print, television or online ads (e.g. programs, posters, trailers) ▪ Websites (e.g. artist, theatre or dance company, musical group, show venue) ▪ New documentary resources of interest to them

Physical and Sports Activities

PHYSICAL AND SPORTS ACTIVITIES	
Categories	Learning elements
Sports figures and inspiring events	<ul style="list-style-type: none"> ▪ Current and past sports figures ▪ Their favourite sports figures ▪ Local, regional or international sports events (e.g. school hockey tournament, regional competition, Olympic Games) ▪ Sports-related exhibits (e.g. in a museum, cultural centre or library)
Individual physical and sports activities	<p>Types of movements</p> <ul style="list-style-type: none"> ▪ Locomotor movements (e.g. running, jumping, going around, climbing over, rolling, climbing) ▪ Non-locomotor movements (e.g. turning, pivoting, pirouetting, adopting certain postures) ▪ Manipulation movements (e.g. throwing, hitting an object with or without a piece of equipment, catching)
	<p>Activities to practise</p> <ul style="list-style-type: none"> ▪ Types of activities: <ul style="list-style-type: none"> • Cardiorespiratory activities (e.g. speed walking, running, cycling, aerobics, swimming) • Muscle strengthening exercises (e.g. muscle building exercises with or without equipment, training circuit) • Flexibility activities (e.g. flexibility and stretching exercises, yoga) ▪ Main techniques associated with the different physical activities practised ▪ Activities consistent with their physical abilities and limitations

PHYSICAL AND SPORTS ACTIVITIES	
Categories	Learning elements
Group physical and sports activities	<p>Action rules for group activities</p> <ul style="list-style-type: none"> ▪ Cooperation (e.g. positioning themselves and moving in relation to their teammates, synchronizing their movements or actions with their teammates) ▪ Opposition (e.g. feinting by changing the speed and direction of their movements or motor actions) ▪ Cooperation-opposition (e.g. attacking the opposing team’s goal, passing and shooting, breaking away from an opponent)
	<p>Activities to practise</p> <ul style="list-style-type: none"> ▪ Types of activities: <ul style="list-style-type: none"> • Two-player activities (e.g. tennis, badminton) • Group activities (e.g. soccer, hockey, volleyball) • Combat activities (e.g. wrestling, judo) ▪ Main rules associated with the different physical activities practised ▪ Activities consistent with their physical abilities and limitations
	<p>Rules of ethics</p> <ul style="list-style-type: none"> ▪ Observance of the rules of the activity ▪ Respect for peers and the referee (e.g. using respectful language, helping a partner in difficulty, agreeing to allow a less skilled student on their team) ▪ Respect for the different roles (e.g. respecting the referee’s decisions, avoiding intruding into their teammate’s space in doubles) ▪ Appreciation of nice plays (e.g. congratulating a teammate or opponent) ▪ Acceptance of victory and defeat (e.g. controlling their emotions whether they win or lose) ▪ The rules they find most difficult to follow

PHYSICAL AND SPORTS ACTIVITIES	
Categories	Learning elements
Venues	<ul style="list-style-type: none"> ▪ Outdoor venues (e.g. immediate environment, hiking trail, bicycle path, municipal park) ▪ Indoor venues (e.g. home, arena, training centre, gym, recreation centre)
Safety in physical and sports activities	<p>Safe behaviours</p> <ul style="list-style-type: none"> ▪ Safety rules associated with the different physical activities practised individually or in groups (e.g. rules of safety in swimming, tennis, hockey) ▪ Preventive measures associated with the practice of physical and sports activities: <ul style="list-style-type: none"> • Placing, using and storing equipment appropriately • Wearing clothing appropriate to the activity and the context (e.g. wearing the appropriate shoes, dressing for the weather) • Following the steps in a physical activity session (e.g. warm-up, activity, cool-down) • Pacing themselves based on their physical condition



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