



ACADEMIC AND CAREER
GUIDANCE CONTENT

ACADEMIC AND CAREER GUIDANCE CONTENT
RELATED TO
THE CASP-I EDUCATION PROGRAM:
A COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION
AND
THE CHALLENGES ADAPTED CURRICULUM:
AN EDUCATIONAL APPROACH THAT FACILITATES SOCIAL INTEGRATION

*DIRECTION DES SERVICES ÉDUCATIFS COMPLÉMENTAIRES ET DE L'INTERVENTION EN MILIEU DÉFAVORISÉ
MINISTÈRE DE L'ÉDUCATION*

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INTRODUCTION

The Academic and Career Guidance Content (ACGC) items cover guidance themes and key concepts that have been selected to meet some of the general guidance needs of students in Elementary Cycle Three and Secondary Cycles One and Two. They are designed to accompany students in a structured, concerted manner, as well as support, guide and equip them as they reflect on themselves and the role they must play to prepare for their future. The ACGC items are presented in a continuum that is broken down into three areas of knowledge: self-knowledge (which includes personal knowledge, social knowledge and educational knowledge), knowledge of the world of school and knowledge of the world of work. These three areas are linked through learning strategies. Each ACGC item in the continuum has a corresponding expected student learning outcome (ESLO).

Although ACGC includes a theme, a learning strategy and an expected learning outcome that are the same for all students, the learning acquired by each student can differ and be adapted based on individual needs and abilities.

AIMS OF THIS DOCUMENT

This document is intended for guidance professionals, teachers and stakeholders working with students who are enrolled in the CASP-I Education Program: A Competency-Based Approach to Social Participation and the Challenges Adapted Curriculum: An Educational Approach that Facilitates Social Integration.

The document aims to establish connections between the pedagogical intentions of ACGC and the aims of the CASP-I Education Program and the Challenges Adapted Curriculum. The learning acquired through ACGC can contribute to the development of self-determined behaviours in students and therefore foster their social participation.

The document also presents courses of action to help with teaching ACGC and producing pedagogical material based on the diverse needs of all students in these programs.

It should be noted that the following courses of action are suggestions only. School staff is best equipped to tailor the content and instruction of ACGC to the profile and needs of students.

Courses of pedagogical action for teaching each ACGC item

- Support students in addressing the learning strategy and expected student learning outcome in a way that is consistent with their abilities (tailor the expected student learning outcome to the student's abilities).
- Take advantage of concrete and meaningful situations to integrate academic and career guidance content.
- Use material that is meaningful and useful to the student.
- Foster students' active participation in the learning process.
- Inform students of the purpose of the proposed learning and the expected student learning outcome, using methods that are tailored to their abilities to promote understanding.
- Focus on experimentation and provide students with regular feedback by making connections to everyday activities.

- Spread out learning opportunities over time and refer to them regularly.
- Use different methods to record acquired learning (e.g. portfolio [digital or hard copy], booklet, binder, visual platform) in a way that allows the information recorded to follow students from elementary to secondary school and to be used as evidence of personal development.
- Promote collaboration between the school team and complementary educational services, especially when developing pedagogical material.

ACGC IN RELATION TO THE CASP-I EDUCATION PROGRAM AND THE CHALLENGES ADAPTED CURRICULUM

Program objectives for students

The CASP-I Education Program: A Competency-Based Approach to Social Participation aims to prepare students aged 6 to 15 to take their place at school and in their community. It also aims to equip students to develop and gradually face the demands of their personal lives. It reflects the importance of fostering the development of students' autonomy and their self-determination based on their abilities, specifically by providing them with diverse opportunities to participate as much as possible in decisions that concern them. The program helps to increase the students' social participation by enabling them to carry out everyday activities.

The Challenges Adapted Curriculum: An Educational Approach That Facilitates Social Integration is intended for students aged 16 to 21. Its objective is to enable each student to acquire and develop the knowledge and aptitudes as well as adopt the behaviours essential for being autonomous in order to promote social integration, specifically participation in the job market.




Connections between ACGC and the programs

Given that ACGC is organized into three areas (self-knowledge, knowledge of the world of school, knowledge of the world of work), including strategies that promote student learning, they can easily be integrated and adapted within activities carried out as part of the CASP-I Education Program and the Challenges Adapted Curriculum. ACGC can give meaning to what students learn in class. It allows them to learn more about themselves and to make connections with the world of work. In order for students to be able to achieve their full potential and define their life projects, it is important that schools provide them with the means to discover, develop and make the most of their talents and aptitudes so as to help them forge their identity. Schools need to help students grasp the connections that exist between what they learn at school and the society in which they are evolving. ACGC is therefore closely linked to the objectives of the CASP-I Education Program and the Challenges Adapted Curriculum and can contribute greatly to students reaching their goals.

Learning related to Academic and career guidance content (ACGC)

AREAS

ELEMENTARY CYCLE THREE

 <p>SELF-KNOWLEDGE (three aspects)</p>	PERSONAL	<p>INTERESTS AND APTITUDES Produce a description of himself/herself in terms of interests and aptitudes</p>
	SOCIAL	<p>SOCIAL INFLUENCES Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others</p>
	EDUCATIONAL	<p>STUDENT DUTIES AND WORK METHODS Compare the work methods and duties of a student with those observed in the world of work</p> <p>ASTRENGTHS IN THE PROCESS OF TRANSITION Select various personal characteristics that will be useful in preparing for the transition from elementary school to secondary school</p>
 <p>KNOWLEDGE OF THE WORLD OF SCHOOL</p>		<p>CHARACTERISTICS OF SECONDARY SCHOOL Compare the main differences and similarities between elementary school and secondary school</p>
 <p>KNOWLEDGE OF THE WORLD OF WORK</p>		<p>OCCUPATIONS OF PEOPLE IN HIS/HER COMMUNITY Develop a description of the occupations of people in his/her community</p>



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INTERESTS AND APTITUDES

PRODUCE A DESCRIPTION OF HIMSELF/HERSELF IN TERMS OF INTERESTS AND APTITUDES

LEARNING STRATEGY “PRODUCE”

Externalizing or concretely expressing the knowledge deemed to be relevant.

Actions, techniques or procedures: Write, say out loud, draw, etc.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **produces** a description of himself/herself in terms of interests and aptitudes.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

This ACGC item is intended as an introduction to the exploration of self-knowledge, as this is a basic element for a possible career choice at the end of secondary school. It introduces students to self-knowledge by simply learning to recognize their interests and aptitudes, which are self-concepts accessible to young people in Elementary Cycle Three.

In sum, the students learn:

- the meaning of the words “interest” and “aptitude”
- which interests and aptitudes the ACGC instructor has observed them demonstrate in class
- to observe the manifestations of interests and aptitudes
- to recognize some of their interests and aptitudes
- to describe themselves in terms of their personal interests and aptitudes (ESLO)

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CASP-I EDUCATION PROGRAM OBJECTIVES

The CASP-I Education Program aims to develop students’ autonomy and self-determination. Self-knowledge is an essential element for their growth. Students will develop, among other things, their ability to make suitable choices based on what they know about themselves.

As part of this ACGC item, interests and aptitudes are addressed at Elementary Cycle Three as these concepts are accessible in a real-world context. They are an introduction to self-knowledge. Helping students recognize their interests and aptitudes gradually equips them to make choices and decisions. Students will learn to identify what they like and what they can do through a variety of activities and opportunities provided in school. Students who learn to recognize their interests and aptitudes in the various spheres of their lives can transfer this knowledge in other unfamiliar areas.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *INTERESTS AND APTITUDES*

- Explain to students the terms “interests” and “aptitudes” by giving concrete examples.
- Encourage joint projects for all students in class so that they can experience different work tasks and develop their aptitudes and learn to recognize them (through feedback from the adult).
- Provide students with various activities that allow them to explore their interests and aptitudes.
- After each work awareness activity or various in-class projects, follow up on what the students liked or what they found easy to help them recognize their interests and aptitudes.
- Ask parents what their children’s interests (tastes and preferences) and aptitudes (abilities) are.
- Invite parents to support their child to help them produce a description of themselves in terms of interests and aptitudes that could be reused and presented in class in front of other students.
- Encourage parents to reuse strategies that their child learns in class in everyday activities at home to encourage them to take on responsibilities and, therefore, develop aptitudes.
- Have students produce a description of themselves by offering them different methods (e.g. drawing, using images, saying out loud) to identify their interests and aptitudes.
- Record students’ learning about the ACGC item in a portfolio or by any other means.

SOCIAL INFLUENCES

SELECT EXAMPLES WHERE HIS/HER ATTITUDES, BEHAVIOUR OR VALUES ARE INFLUENCED BY OTHERS, AND EXAMPLES WHERE HE/SHE INFLUENCES OTHERS

LEARNING STRATEGY “SELECT”

Using different means and according to predetermined or spontaneous criteria, researching and identifying relevant or useful information.

Actions, techniques or procedures: Note, underline, highlight, circle, write, say, etc.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **selects** examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

This ACGC item introduces the concept of social influence on students so that they become aware that they also learn about themselves through their contact with others. The fact of being surrounded by different groups of people has an impact on all of us. Whether classroom peers, other students in the school, family members or people in the community, the people who gravitate around our life contexts exert an influence on us.

In sum, the students learn:

- that they are influenced by others and by the groups to which they belong
- that they have influence over others
- to become aware that they can improve their self-knowledge from contact with others
- to discover in class, with their teacher’s help, how students are influenced by other people

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CASP-I EDUCATION PROGRAM OBJECTIVES

Self-determination is a set of skills and attitudes required to allow individuals to act directly on their life by making free choices not influenced by external factors. The ability to recognize influences (either by or on others) leads students to demonstrate self-determination.

The ACGC item relating to this concept allows students to learn to recognize what can influence them positively or negatively by taking into account their attitudes, behaviours and values as well as how these factors can also influence others.

Based on different situations experienced in class or in school, students learn to gradually recognize what influences them and how to respond by becoming aware of their attitudes and behaviours and by referring to their internal resources, including their needs and values.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *SOCIAL INFLUENCES*

- Encourage students to reflect, through questioning and feedback, on what influences them when they have to make a choice (e.g. menu at the cafeteria, clothes to wear for an outing depending on the weather, clothes to buy).
- Provide feedback to students to point out the positive or negative influence that a peer can have to show them how they are influenced in concrete ways. Afterwards, ask students about their personal choices (attitudes, behaviours or values).
- Do the same when students influence a peer.
- Use moments when consumerism is discussed in class to get students to reflect on what influences them and identify with them the attitudes and behaviours of an informed consumer.
- Raise students' awareness of overconsumption with respect to various media, junk food, fashion, etc.
- Show students attitudes and behaviours from different environments (family, school, community or recreation) that may influence their choices, and then help them recognize the positive or negative influence of the environment.
- Use everyday examples in class to make students understand that certain attitudes and behaviours lead to conflict, whereas others promote healthy interpersonal relationships.
- Use pictograms to help students recognize attitudes and behaviours that are useful for conflict resolution (choose positive behaviours).
- Watch videos that present mini sketches on social skills and invite students to choose behaviours that lead to the development of attitudes that promote interpersonal relationships.
- Record students' learning about the ACGC item in a portfolio or by any other means.

STUDENT DUTIES AND WORK METHODS

COMPARE THE WORK METHODS AND DUTIES OF A STUDENT WITH THOSE OBSERVED IN THE WORLD OF WORK

LEARNING STRATEGY “COMPARE”

Looking for elements or characteristics that establish connections or relationships between items of information.

Actions, techniques or procedures: Look for differences, resemblances or similarities, relationships of size (*larger, smaller, equal*), look for relative importance, order or sequence, etc.

Adjustment

Consider bolded passages to get students to use the learning strategy.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **compares** the work methods and the duties of a student with those observed in the world of work.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

This ACGC item offers students an opportunity to expand their self-knowledge by highlighting the role and place it has in their daily lives. Being a student provides them with a social identity and allows them to learn to deal with duties and develop skills, including work methods, which they accumulate over time.

In sum, the students learn:

- to interpret school rules and obligations and make good use of them
- to communicate effectively with their peers (cultivate relationships with others)
- to acquire good work methods
- to make connections between school requirements and those of their other environments

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CASP-I EDUCATION PROGRAM OBJECTIVES

The objective of the CASP-I Education Program is to increase the social participation of students with a moderate to severe intellectual disability by preparing them to take their place and play a role in society like other citizens. To this end, training focuses on the development of competencies. By teaching essential life skills, this training promotes students' participation in society.

By comparing the realities of school with those of the world of work, students will see that the work methods related to the competencies they are developing and the rules of life in the classroom and at school may reflect the reality of an adult in the workplace or in everyday life. Learning to recognize environmental requirements and to adopt useful and effective work methods can contribute to the development of students' autonomy and increased social participation.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *STUDENT DUTIES AND WORK METHODS*

- Present the classroom and school rules with pictograms and scenarios.
- Explain the purpose of these rules.
- Introduce students to the ACGC by using pictures to ask them about the requirements to meet and the attitudes and behaviours to adopt at home, record them and compare them with the class.
- Provide students with a list of behaviours with pictures and ask them to divide the behaviours into two columns, indicating whether a behaviour should be placed in the do or don't column.
- Encourage students to compare behaviours that respect classroom and school rules with those expected in other settings (e.g. shopping mall, neighbourhood, transportation, sports centre).
- Make the members of the students' entourage aware of the importance of intervening at the appropriate time so that students can understand what social behaviours to adopt.
- Create a list of steps involved in classroom tasks or responsibilities for students to refer to. Use an iPod, tablet or other device to help students.
- Facilitate role-playing games demonstrating examples and counterexamples of someone who uses good work methods and someone who uses poor work methods (e.g. organized, punctual, efficient, methodical, knowledgeable about health standards).
- Make connections, at different occasions, between class rules (duties), student work methods and other methods expected in different settings. Provide individual feedback to each student.
- Record students' learning about the ACGC item in a portfolio or by any other means.

STRENGTHS IN THE PROCESS OF TRANSITION

SELECT VARIOUS PERSONAL CHARACTERISTICS THAT WILL BE USEFUL IN PREPARING FOR THE TRANSITION FROM ELEMENTARY SCHOOL TO SECONDARY SCHOOL

LEARNING STRATEGY “SELECT”

Using different means and according to predetermined or spontaneous criteria, researching and identifying relevant or useful information.

Actions, techniques or procedures: Note, underline, highlight, circle, write, say, etc.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **selects** various personal characteristics that will be useful in preparing for the transition from elementary school to secondary school.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

This ACGC item allows students to learn to recognize their personal characteristics and thus develop their self-knowledge. Better self-knowledge can help prepare students for the transition from elementary school to secondary school by helping them build on their strengths.

In sum, students learn:

- to recognize their personal characteristics
- that some personal characteristics are strengths
- that strengths can facilitate their transition from elementary school to secondary school

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CASP-I EDUCATION PROGRAM OBJECTIVES

The CASP-I Education Program provides students with better self-knowledge, including knowledge of their strengths, abilities and limitations, which can contribute to the development of a positive self-image and support their transition from elementary school to secondary school.

According to Caouette (2019), self-determination is defined by four components, including psychological empowerment and self-realization, which can be developed insofar as the students recognize their strengths and limitations. Students will then be able to set goals and make choices and decisions based on the personal abilities, strengths and assets they recognize. In the transition from elementary to secondary school, by recognizing that they have strengths and qualities, students can access their internal resources to deal with the changes they are experiencing. It is important to remind them that their strengths and abilities can contribute to a successful transition.

“Quality transitional practices that meet the students’ needs at different stages of their education are essential. These practices, applied during the transition to elementary education or between elementary and secondary school, will help ensure that the students continue to progress with their learning, and will help generate a renewed sense of safety and trust as they face up to their new challenges” (Ministère de l’Éducation et de l’Enseignement supérieur, *CASP-I Education Program* [Québec, 2019], 14.).



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *STRENGTHS IN THE PROCESS OF TRANSITION*

- Explain the concept of strengths (abilities) using concrete examples.
- Present students with a list of strengths from which they can choose the ones they have. (A list that can be used as inspiration has been uploaded to the Vibe platform.) Based on this list, question students on the strengths that could be useful in secondary school.
- Model the tasks to be accomplished and encourage students to take initiative to develop qualities that they can use in secondary school.
- Place a picture of a student who has mastered a task on the task board and write down the strength or skill required to complete the task (e.g. organizational skills, good communication skills, ability to help others, sense of direction, ability to find one's way around a new environment). A student who is unsure of how to perform a particular task can refer to this board to ask for help from another student who has the required strength to perform the task.
- Point out strengths observed in various daily life situations to students and help them record these strengths.
- Suggest ways for students to develop strengths when they are faced with a challenge. This could be done by using a list of procedures, verbal reminders, visual aids, etc.
- Highlight every success, name the strengths the students have developed and provide them with positive reinforcement.
- Identify with each student the strengths that they possess and that will be useful in secondary school. Encourage them to improve the ones that are less developed.
- Record students' learning about the ACGC item in a portfolio or by any other means.

CHARACTERISTICS OF SECONDARY SCHOOL

COMPARE THE MAIN DIFFERENCES AND SIMILARITIES BETWEEN ELEMENTARY SCHOOL AND SECONDARY SCHOOL

LEARNING STRATEGY “COMPARE”

Looking for elements or characteristics that establish connections or relationships between items of information.

Actions, techniques or procedures: Look for differences, resemblances or similarities, relationships of size (*larger, smaller, equal*), relative importance, order of sequence, etc.

Adjustment

Consider bolded passages to get students to
use the learning strategy.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **compares** the main differences and similarities between elementary and secondary school.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

The aim of this ACGC item is to help students to become familiar with the world of school. It considers that many students at the end of Elementary Cycle Three need guidance and support to manage the changes brought about by the transition to secondary school. Learning to compare elementary school with secondary school is a way to work on one’s fears and insecurities in relation to the transition and helps students to look forward to it.

In sum, students learn that:

- they can use their knowledge of elementary school (familiar territory) to adjust to secondary school (unfamiliar territory)
- not everything about secondary school is different and that secondary school shares certain similarities with elementary school
- secondary school has advantages over elementary school

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CASP-I EDUCATION PROGRAM OBJECTIVES

The CASP-I Education Program encourages the implementation of meaningful practices for a quality transition. These practices will promote the students’ learning progression and instill a sense of confidence and security about what awaits them in their new secondary school.

Relying on accurate and concrete information to become familiar with the secondary school that will be welcoming them (or the new class if they are not changing schools) will help students experience a quality transition.

In the context of this ACGC item, students are asked to identify, in their own way, the differences and similarities between their elementary school and secondary school. It is then possible to discuss with students what changing schools or classes might mean to them and how they might deal with it. At the same time, it is possible to review the strengths that can support them in their transition.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *CHARACTERISTICS OF SECONDARY SCHOOL*

- Compare the physical environment of the elementary school to that of the secondary school using visual aids (images or photos).
- Explain the terms “differences” and “similarities” and work on their understanding of these concepts using images.
- Plan a visit to the secondary school or welcoming class where the students will continue their education. Call on a support person who is meaningful to the students and who can explain the differences and similarities between the two environments.
- During the visit, get the students to notice what is different and what is similar by focusing on only a few things (e.g. the size of the secondary school, where they will eat lunch, their future classroom).
- After the visit, use an illustrated table in which students can identify the characteristics of the secondary school and compare them with those of the elementary school by putting an X in the right box. Present images, photos or drawings for comparison (e.g. photos of teachers, number of students, hook or locker, daycare or supervision, recess or breaks, differences in school tasks).
- Use the completed table to highlight what is different and what is similar and check in with students to see how they feel about the upcoming change. If they seem insecure, make connections to the strengths that were identified in the previous ACGC item.
- Record students’ learning about the ACGC item in a portfolio or by any other means.

OCCUPATIONS OF PEOPLE IN HIS/HER COMMUNITY

DEVELOP A DESCRIPTION OF THE OCCUPATIONS OF PEOPLE IN HIS/HER COMMUNITY

LEARNING STRATEGY “DEVELOP”

Reformulating or transforming information so that **its main characteristics or components are reflected or expressed in different ways.**

Actions, techniques or procedures: Paraphrase, formulate examples and make analogies, etc.

Adjustment

Consider bolded passages to get students to use the learning strategy.

Use visual aids and simple words.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **develops** a description of the occupations of people in his/her community.

PEDAGOGICAL INTENTION OF THE ACGC ITEM

This ACGC item introduces students to the knowledge of the world of work by encouraging them to discover, explore and observe the occupations of people in their community. Note that an occupation does not necessarily refer to a remunerated activity, because “one can work for oneself or others, at home, at school, in a volunteer organization, etc.” (Ministère de l’Éducation, 2001, 8) [*Translation*]. The term “community” refers to the members of the students’ family, people who work at the school, people who live in the students’ neighbourhood and people the student encounters in local stores and businesses.

In sum, students learn:

- to begin to explore the world of work
- to discover some of the occupations held by people in their community
- that different opportunities will be available to them in the future

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CASP-I EDUCATION PROGRAM OBJECTIVES

“The CASP-I Education program aims to convey values based on inclusion and respect for student diversity within the group. It invites those concerned to believe in the learning ability of students with intellectual disabilities. It also invites them to consider the importance of preparing all young Quebecers to integrate harmoniously into school, society and the workplace so that they can participate in community life to the best of their ability” (Ministère de l’Éducation et de l’Enseignement supérieur, *CASP-I Education Program* [Québec, 2019], 5.).

Introducing knowledge of the world of work by starting with the occupations held by people in their community allows students to learn about the job market and how people contribute to society, with a view to their eventual social participation.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *OCCUPATIONS OF PEOPLE IN HIS/HER COMMUNITY*

- Make a list of the occupations of the students' parents or people in their community, with the help of their families, to introduce students to existing occupations.
- Invite students to elaborate by presenting the occupation of a person in their community in class, allowing them to use tools (e.g. tablet, smartphone, portable music player, concept map, drawing, photo).
- Create a "family" tree of occupations in the students' community (in collaboration with their parents).
- Show students different occupations that are present in the school and in the community using visual aids (images or videos).
- Create a document with photos to show students the different occupations of people in their community.
- Record students' learning about the ACGC item in a portfolio or by any other means.

Learning related to Academic and career guidance content (ACGC)

AREAS

SECONDARY CYCLE ONE

 <p>SELF-KNOWLEDGE (three aspects)</p>	PERSONAL	<p>SENSE OF SELF-EFFICACY (SSE) Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency</p> <p>FIELDS OF INTEREST Develop a portrait of what does or does not interest him/her inside or outside school</p>
	SOCIAL	
	EDUCATIONAL	<p>ACADEMIC SUCCESS Develop a description of the academic and personal strengths that contribute to his/her academic success</p>
 <p>KNOWLEDGE OF THE WORLD OF SCHOOL</p>	PERSONAL	<p>QUÉBEC SCHOOL SYSTEM Compare the differences and similarities between the different paths to qualification in the education system</p>
	EDUCATIONAL	<p>PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO Anticipate choices for Secondary Cycle Two based on his/her fields of interest and academic aptitudes</p>
 <p>KNOWLEDGE OF THE WORLD OF WORK</p>	EDUCATIONAL	<p>ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET Select occupations that match his/her academic preferences</p>



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SENSE OF SELF-EFFICACY (SSE)

SELECT EXAMPLES WHERE HIS/HER ATTITUDES, BEHAVIOURS OR PERCEPTIONS CONTRIBUTE TO MAINTAINING A SENSE OF PERSONAL COMPETENCY

LEARNING STRATEGY “SELECT”

Using different means and according to predetermined or spontaneous criteria, researching and identifying relevant or useful information.

Actions, techniques or procedures: Note, underline, highlights, circle, write, say, etc.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **selects** examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency.

PEDAGOGICAL INTENTION OF THE ACGC ITEM

This ACGC item provides students with opportunities to develop a deeper understanding of one aspect of the personal self. First, students learn about sense of self-efficacy (SSE). They discover that to maintain a feeling of competence as learners, their attitudes, behaviours or perceptions condition and influence their beliefs, which undoubtedly have an impact on their personal, school and work lives.

In sum, students learn:

- that their perception surrounding their student duties generates beliefs
- that their beliefs translate into a sense of self-efficacy at school
- that the SSE has an impact on their educational and career paths
- that they have the power to influence their feeling of competence at school
- to recognize examples of what helps them maintain their feeling of competence at school

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CASP-I EDUCATION PROGRAM OBJECTIVES

The CASP-I Education Program aims to enable students to develop self-determined behaviours, one of the characteristics of which is the development of sense of self-efficacy (SSE), or psychological empowerment. Supporting students in their learning, recognizing their efforts, highlighting their successes and encouraging their initiative can help them increase their SSE and thus recognize and believe in their abilities.

This ACGC item encourages students to first discover the attitudes and behaviours they adopt when having a hard time making a choice or taking a position because they doubt themselves and their abilities. Students then identify their needs and the actions they can take to meet them, feel confident and put themselves in “solution mode” or “action mode.” Through their experiences, students will have a repertoire of both internal and external resources necessary to exercise their skills and develop their SSE.

By learning this ACGC item over time and in different situations at school, at home or in a recreational setting, students will be able to transfer it to the job market, among other things. This will gradually lead to an improved sense of self-efficacy and increased social participation.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *SENSE OF SELF-EFFICACY (SSE)*

- Create an illustrated table of the attitudes and behaviours that promote SSE, for example:
 - an extended hand for “I need help”
 - an ear for “I listen to instructions and explanations”
 - a question mark for “I ask questions”
 - eyes for “I watch how it’s done”
 - a bubble with a face for “I remember my successes”
 - a person walking forward for “I try”
 - tools like a list of procedures, a tablet or a memory aid made of pieces of cardboard and joined together with carabiners (one image per piece of cardboard) that show the steps of a task to be performed
- Recall different contexts in which students are reluctant to engage in a learning activity, a task, an interpersonal relationship, etc., and invite them to select from the table the attitudes and behaviours that could help them to take action. Support and encourage them.
- Create a table of activities that have taken place in class. Next to each activity, place a picture of a student who is doing it well to help students realize their abilities and thus contribute to the development of their SSE. Encourage and recognize students’ efforts often, no matter how small.
- Take photos of students performing a task and keep them in their portfolio, allowing students to visualize their successes later on.
- Give students small responsibilities and gradually increase the quantity and difficulty as they become more competent. Recognize their progress.
- Allow students to make decisions according to their age and their abilities to foster their autonomy and self-esteem (e.g. what to wear in the morning, what to eat from the cafeteria menu, whether to participate in a organized activity).
- Place students in a situation that requires a problem be solved and observe how they behave or react. Congratulate them when they take an appropriate initiative or adopt a good behaviour to help them develop their sense of self-efficacy.

FIELDS OF INTEREST

DEVELOP A PORTRAIT OF WHAT DOES OR DOES NOT INTEREST HIM/HER INSIDE OR OUTSIDE SCHOOL

LEARNING STRATEGY “DEVELOP”

Reformulating or transforming information so that its **main characteristics or components are reflected or expressed in different ways.**

Actions, techniques or procedures: Paraphrase, formulate examples, making analogies, etc.

Adjustment

Consider bolded passages to get students to use the learning strategy.
Use visual aids and simple words.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **develops** a portrait of what does or does not interest him/her inside or outside school.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

This ACGC aims to help students improve their self-knowledge by identifying what interests them, in addition to what interests them less or not at all, in school (e.g. subjects, specific content in a given subject, school life activities) or outside school (e.g. activities offered in the community, hobbies). The intention of the ACGC is not only to emphasize the things that students find stimulating, motivating, interesting or inspiring, but also to help students become more aware of things that generate the opposite response, i.e. little or no interest either inside or outside school.

In sum, students learn that:

- fields of interest evolve over time
- different preferences can fall under the heading of occupational fields of interest
- in terms of career guidance in general, it is also useful to know what does not interest them
- fields of interest are, among other things, influenced by the sense of self-efficacy
- a portrait of interests and disinterests contributes to self-knowledge

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CASP-I EDUCATION PROGRAM OBJECTIVES

In elementary school, students were introduced to self-knowledge by learning to recognize their interest and aptitudes. In Secondary Cycle One, they are encouraged to clarify their fields of interest and disinterests. This is important because one of the aims of the CASP-I Education Program is to encourage students to identify what they like and what they dislike both in school and out of school. The ability to identify what works for them and what does not can help them make choices and decisions. In fact, it is by placing them in situations where they must make choices and where they can express their interest or disinterest that they will refine their decision-making skills in the various areas of their lives.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *FIELDS OF INTEREST*

- Work on the theme of fields of interest in several short sequences. When the opportunity arises, acknowledge the students' interests or disinterests by saying, "I notice that you really like to work in teams."
- Ask students' parents and stakeholders to identify the interests or disinterests they are aware of to help the students create a portrait of what interests them and what interests them less.
- Have students select, from an illustrated dictionary, photos or videos, any objects, activities or hobbies that represent what they like and what they dislike. This will allow them to create a portrait of themselves and to develop skills in indicating their preferences and making choices based on their interests.
- Then, have students compare their choices with those of their peers to help them recognize the students who have the same fields of interest as they do and to help them form teams during group work.
- Create illustrated posters with the names of students and their fields of interest. Place these posters on their desks to designate their seat.
- Present various categories of activities (using images) to have students choose the ones that interest them and the ones that do not (e.g. outdoor activities; indoor hobbies; artistic, sport or cultural activities) to develop their profile of interests and disinterests in and out of school.
- Present students with a table with two columns and ask them to glue images of what they like in the "Interests" column and images of what they do not like in the "Disinterests" column. Ask them to explain their choices.
- Suggest that students play a game of associating the activities that interest them with the places where they carry them out and the people with whom they do so in order to help them create a portrait of their fields of interest (e.g. skating/arena/mom, drawing/home/dad, movie/cinema/brother, food/kitchen/grandmother).
- Record students' learning about the ACGC item in a portfolio or by any other means.

ACADEMIC SUCCESS

DEVELOP A DESCRIPTION OF THE ACADEMIC AND PERSONAL STRENGTHS THAT CONTRIBUTE TO HIS/HER ACADEMIC SUCCESS

LEARNING STRATEGY “DEVELOP”

Reformulating or transforming information so that its **main characteristics or components are reflected or expressed in different ways**.

Actions, techniques or procedures: Paraphrase, formulate examples, making analogies, etc.

Adjustment

Consider bolded passages to get students to use the learning strategy.
Use visual aids and simple words.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **develops** a description of the academic and personal strengths that contribute to his/her academic success.

Adjustment

The term “strength” refers to the student’s qualities and competencies.

PEDAGOGICAL INTENTION OF THE ACGC ITEM

This ACGC is intended to give back to students the central role they must play to act upon their success. This ACGC item is also meant to make students aware of the personal and school-related strengths that help them learn.

In sum, students learn:

- that some strengths foster academic success
- that they have power over their ability to succeed
- to recognize the academic and personal strengths they can rely on to succeed
- that academic success influences academic and career choices

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CASP-I EDUCATION PROGRAM OBJECTIVES

The schooling of students with moderate to severe intellectual disabilities can be fraught with failure. These experiences affect both students’ sense of self-efficacy and motivation. In such cases, it is important to encourage the development of a positive self-esteem or self-image by reminding students that, despite the difficulties they experience, they have strengths and qualities that can become a tool for their educational success.

One of the characteristics of self-determination is self-realization. Self-realization refers to being aware of one’s strengths, qualities and limitations so as to act accordingly. In the context of this ACGC item, students are encouraged to identify the strengths they possess as well as those they should acquire to promote their educational success.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *ACADEMIC SUCCESS*

- Present students with an illustrated list of strengths and qualities and have them identify those they can relate to, first to help them recognize them and then to develop a description of them.
- Ask people who know the students well to collaborate in improving the list. This will allow students to learn more about themselves and reinforce their sense of self-efficacy.
- Point out the strengths observed in students during various in-class activities (e.g. “I noticed that you are very organized”).
- Use the table of learning activities to identify the strengths and qualities required for each activity and have students recognize that they have particular strengths by placing their picture next to the task they have successfully completed.
- Initiate a timeline for each student that will remain accessible throughout their schooling. The timeline should include photos of their personal, social and work experiences to help them realize the strengths they have acquired over time.
- Keep this timeline in the students’ portfolios or any other tool that will be used, first to visualize their academic path and then eventually to introduce themselves to an external partner or employer. In this way, students will have a concrete tool for planning their future and presenting, among other things, the strengths acquired during their schooling.
- Provide opportunities for students to complete small challenges in which they can improve a strength that would be useful to them.
- Record students’ learning about the ACGC item in a portfolio or by any other means.

QUÉBEC SCHOOL SYSTEM

COMPARE THE DIFFERENCES AND SIMILARITIES BETWEEN THE DIFFERENT PATHS TO QUALIFICATION IN THE EDUCATION SYSTEM

LEARNING STRATEGY “COMPARE”

Looking for elements or characteristics that establish connections or relationships between items of information.

Actions, techniques or procedures: Look for differences, resemblances or similarities, relationships of size (*larger, smaller, equal*), relative importance, order of sequence, etc.

Adjustment

Consider bolded passages to get students to use the learning strategy.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **compares** the differences and similarities between the different paths to qualification in the education system.

Adjustments

For this ACGC item, it is important to present students with all the paths available to them so that this information makes sense to them. As a result, the expected student learning outcome must be adjusted to the reality of the students enrolled in the program.

To this end, it would be interesting to “create” a school system adapted to the students’ reality by presenting the different possibilities available to them and getting them to make a comparison. This would help them prepare for the ACGC item *Life Project*, which will be addressed in Secondary Cycle Two.

PEDAGOGICAL INTENTION OF THE ACGC ITEM

The intention of this ACGC item is to give students a basic knowledge of the entire school system so that they can be familiar enough with the building blocks of education to begin to define their career aspirations and to plan for the future. To accomplish this, students must be accompanied by school staff, who will know how to give them the appropriate support, guide their exploration of the school system and have them build upon their knowledge using accurate information.

In sum, students learn:

- basic knowledge about the Québec school system
- that there are various paths to qualification offered in the school system
- that constructing a broad overview of the different levels of schooling helps them plan for their future
- that the various paths have certain similarities and differences (e.g. duration, admission requirements)
- to compare the differences and similarities between the different paths to qualification in the Québec education system

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF ACGC AND CASP-I EDUCATION PROGRAM OBJECTIVES

Students with moderate to severe intellectual disabilities have unique needs. Students in the CASP-I Educational Program need to know what possibilities are available to them in order to participate optimally in society. By giving them access to information adapted to their reality and environment, and by helping them to compare these possibilities, we will help them to make choices and give meaning to what they learn at school.

The CASP-I Education Program aims to develop students’ autonomy, which includes being able to make choices and decisions. To accomplish this, in addition to knowing themselves well, students must have access to accurate information on the choices they can make, like the possibilities for social participation that are provided to them for their future.



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Direction des services éducatifs complémentaires et de l’intervention en milieu défavorisé
Ministère de l’Éducation
September 2021

IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM QUÉBEC SCHOOL SYSTEM

- Create an illustrated diagram that will help students visualize the different areas of social participation that will be available to them in their region and that will allow them to construct a mental representation of the school system in which they are evolving. (See example on page 30.)
- Make sure that the information in the diagram is updated each year according to the reality of each region.
- Explain the diagram by giving accurate and precise information.
- Ask students questions to help them compare the different possibilities.
- Record students' learning about the ACGC item in a portfolio or by any other means.

PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO

ANTICIPATE CHOICES FOR SECONDARY CYCLE TWO BASED ON HIS/HER FIELDS OF INTEREST AND ACADEMIC APTITUDES

LEARNING STRATEGY “ANTICIPATE”

Trying to predict or to envision knowledge, procedures, actions or situations that might come up or that would be useful in tasks or situations. To anticipate is also to foresee the resources required under certain conditions or in situations that may arise.

Actions, techniques or procedures: Identify prior learning that may be useful in relation to future conditions or situations, consider requirements or needs in terms of future possibilities, imagine possible future situations or events, plan, hypothesize, etc.

Adjustment

With the support of a teacher or other staff member, get students to see the possibilities by referring to what they like and what is easy to accomplish.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **anticipates** choices for Secondary Cycle Two based on his/her fields of interest and academic aptitudes.

Adjustment

Students in this program have limited academic choices, so it is important to emphasize personal choices that will help them develop their self-determination and autonomy.

PEDAGOGICAL INTENTION OF THE ACGC ITEM

With this ACGC item, students acquire knowledge of the world of school by exploring the options available to them in Secondary Cycle Two. The aim here is to support students as they pursue their educational path and to provide them with the help they need to prepare for it. At the end of this ACGC item, students will be able to show that they can anticipate the choices available to them, are aware of what these choices involve and feel capable of explaining them by relating to their interests and aptitudes. The purpose of this preparation work is to allow students to engage in the necessary reflection and self-awareness to make decisions. This is an opportunity to help them to develop the skills they need to make observations and juggle the different elements involved in decision making in order to have realistic data to inform their anticipation of the next steps in their path.

In sum, students learn that:

- choices are available in Secondary Cycle Two
- there are criteria in place that determine possible choices
- they can use their fields of interest and academic aptitudes to anticipate choices

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CASP-I EDUCATION PROGRAM OBJECTIVES

As part of the CASP-I Education Program, students are, from the beginning of their schooling, gradually called upon to develop their autonomy and ability to make choices.

By the time this ACGC item is addressed, students are at the end of the program. This is a great opportunity for students to continue to develop their autonomy, make choices and decisions by becoming aware of the connections they can make between what they know about themselves (interests and abilities) and the choices available to them both academically and personally.



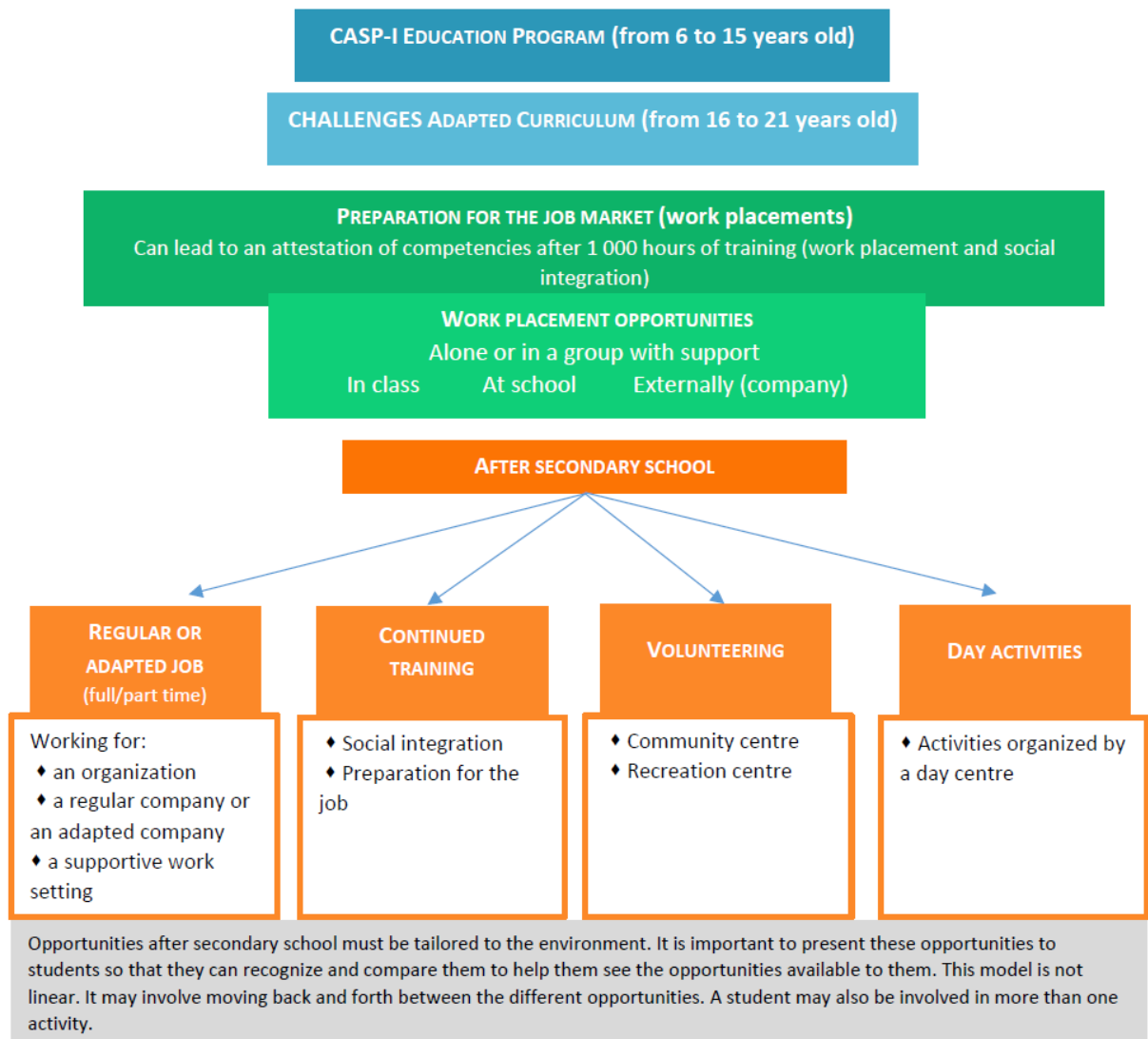
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Direction des services éducatifs complémentaires et de l'intervention en milieu défavorisé
Ministère de l'Éducation
September 2021

IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *PREPARATION FOR ACADEMIC CHOICES* IN *SECONDARY CYCLE TWO*

- Create opportunities to promote students’ ability to make choices that work for them by taking into account their fields of interest and aptitudes (e.g. clothes to wear in the morning, their food at the cafeteria, an activity from a suggested list, work tasks they want to do at school, a reward, a snack, a solution to a problem, a teammate, a role in a group project).
- Take advantage of situations where students must make a choice to help them identify their fields of interest and their aptitudes and point out the ones that are related to their choice.
- Using a chart, present to students various possible work placement settings and help them anticipate their choice based on their fields of interest and aptitudes.
- Record students’ choices by specifying the connections that can be made between their fields of interest and their aptitudes for the continuation of their schooling in Secondary Cycle Two.
- Record students’ learning about the ACGC item in a portfolio or by any other means.

Example of a diagram to be tailored to students’ realities and the opportunities available to them



ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET

SELECT OCCUPATIONS THAT MATCH HIS/HER ACADEMIC PREFERENCES

LEARNING STRATEGY “SELECT”

Using different means and according to predetermined or spontaneous criteria, researching and identifying relevant or useful information.

Actions, techniques or procedures: Note, underline, highlights, circle, write, say, etc.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **selects** occupations that match his/her academic preferences.

Adjustment

Academic preferences include the various learning activities that develop students’ autonomy and self-determination. These concepts allow students to make connections with potential work placement settings or workplaces as well as situations in everyday life.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

This ACGC item is designed to help each student understand why they favour certain school subjects, activities, tasks, etc., in school, and realize how these preferences can be transposed into the world of work. Students come to realize that the things they are drawn to the most or the least in school can help guide their career planning.

In sum, students learn:

- to recognize their preferences in relation to the different school subjects
- that these preferences can be found in the world of work (trades or occupations)
- to make connections between their academic preferences and the options offered by the world of work
- to select occupations that match their academic preferences

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CASP-I EDUCATION PROGRAM

OBJECTIVES

In the CASP-I Education Program, students are encouraged to develop their autonomy by expressing their preferences. Through appropriate practices, the school seizes every opportunity to lead students to discover new fields of interest and, thus, to develop their preferences.

Through this ACGC item, students are invited to identify their academic preferences from what they learn each day. They can then be shown the connections between what they have learned, the occupations available to them and the daily responsibilities they will have to take on in their adult lives.

This approach allows students to give meaning to their learning and will help them determine the areas of employment for possible work placement settings in Secondary Cycle Two, among other things. This way, students who carry out an internal or external work placement will be able to choose the setting that suits them and adapt to it. They will also be able to apply their learning to other various life settings.






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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET*

- Present students with different activities to get them to identify the ones they prefer:
 - **Examples of activities that promote autonomy:** carrying out routines for when they arrive and when they leave, preparing a meal, eating in the cafeteria, washing dishes after a meal, discussing hygiene concepts, developing social skills
 - **Examples of workplace awareness activities:** picking up trays in the cafeteria, cleaning up workspaces and picking up cans, shredding paper, breaking down cardboard boxes
- Write down students' positive reactions to learning in a record-keeping tool.
- Use videos, clips, posters or pictures to present businesses, community organizations and real-life situations so that students can learn about different tasks in the workplace. Discuss what they have observed and then have them select the tasks they prefer.
- Involve students' parents or external resources to draw up a list of the various businesses in the vicinity of the family home (or that are visited by the student). Then, with students, identify the trades that can be practised in these businesses by specifying the concrete tasks that the workers must perform there.
- Using a table, present the different workplaces identified.
- Determine with students if they prefer a repetitive task or several small, varied and very simple tasks. This will allow them to establish their preferences at school and then transfer them to a work or living environment.
- Record students' learning about the ACGC item in a portfolio or by any other means.

Academic and career guidance content (ACGC)

AREAS	SECONDARY CYCLE TWO	
	Beginning of cycle (Secondary III)	End of cycle (Secondary IV and V)
 <p>SELF-KNOWLEDGE (three aspects)</p>	<p>PERSONAL</p> <p>SOCIAL</p> <p>EDUCATIONAL</p> <p>DRAFT OF PERSONAL PROFILE Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values</p>	<p>REVIEW OF PERSONAL PROFILE Organize what he/she has learned about himself/herself in order to review and adjust the personal profile as needed</p> <p>LIFE PROJECT Anticipate the process involved in producing a draft of one or more future projects (personal, career or community)</p>
 <p>KNOWLEDGE OF THE WORLD OF SCHOOL</p>	<p>IMPACT OF CHOICES ON EDUCATIONAL PATH Anticipate how personal and academic choices influence the pursuit of his/her studies</p>	<p>PREPARATION FOR POST-SECONDARY TRANSITION Self-regulate in order to prepare for post-secondary transition</p>
 <p>KNOWLEDGE OF THE WORLD OF WORK</p>	<p>OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE Select occupational preferences that correspond to his/her personal profile</p>	<p>PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK Verify personal perceptions regarding the reality and requirements of the world of work</p>



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DRAFT OF PERSONAL PROFILE

DEVELOP A DRAFT OF A PERSONAL PROFILE BASED ON HIS/HER INTERESTS, APTITUDES, ASPIRATIONS AND VALUES

LEARNING STRATEGY “DEVELOP”

Reformulating or transforming information so that its **main characteristics or components are reflected or expressed in different ways**.

Actions, techniques or procedures: Paraphrase, formulate examples, making analogies, etc.

Adjustment

Consider bolded passages to get students to use the learning strategy.

Use visual aids and simple words.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **develops** a draft of a personal profile based on his/her interests, aptitudes, aspirations and values.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

This ACGC item provides students with an opportunity to begin compiling everything they have learned so far about themselves, including their interests, aptitudes, aspirations and values. At the beginning of Cycle Two, students are asked to select information on self-knowledge in order to integrate what they have learned about themselves so far to better understand themselves.

In sum, students learn that:

- knowing their fields of interest, aptitudes, aspirations and values are useful for drafting their personal profile
- good self-knowledge is needed to envision future projects
- integrating what they learn about themselves into a profile helps them define their identity

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CHALLENGES ADAPTED CURRICULUM PROGRAM OBJECTIVES

The personal and social education program of Section II of the Challenges Adapted Curriculum, Social Integration, aims to enable students to develop the personal and social behaviours necessary to be autonomous in society. Throughout the Personal Development subject area, students are asked to name their fields of interest, their preferences and their abilities in order to have a better understanding of themselves. In addition, young people with a moderate to severe intellectual disability who have a good understanding of their personal profile will be in a better position than others to participate optimally in society.

In the context of this ACGC item, students are asked to review what they have learned about themselves so far and to consolidate that information. This is an opportunity for students to further refine their personal characteristics in order to develop a self-portrait that will eventually help them make choices and decisions.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *DRAFT OF PERSONAL PROFILE*

- Regularly suggest that students work in pairs in class to help them determine what they prefer among the suggested tasks and to discuss it with their partner (encourage sharing and discussions between students by leading work sessions).
- Encourage students to ask for help when they are having a hard time with a task or guide them to a team member for whom this task is easier in order to help them develop their aptitudes and promote collaboration.
- Suggest that students take pictures of the activities they like (or have them ask an adult to take a picture of them doing these activities) and add these pictures in the record-keeping tool for drafting their personal profile.
- Use a textbook with images or pictures related to various fields of interest, aptitudes and values to help students choose those that represent them and question them on their choices. The same activity can be carried out using the Internet.
- Point out students' strengths, interests and values by explaining how they are manifested in various everyday activities, thereby promoting awareness of their personal characteristics (regular feedback).
- Discuss with students during an activity or project and take note of their reactions: whether they like the task (interest), whether they complete it with ease (aptitude), whether they accepted help, whether they used the tools available to them, whether they demonstrated autonomy, whether they enjoyed working in teams, etc.
- Using an illustrated table, present different existing workspaces and, for each of them, place a picture of a student who has the interests and aptitudes associated with it.
- Add a timeline in the record-keeping tool to help students visualize the progression of their learning.
- Use a portfolio or another record-keeping tool to add pictures, pictograms, emoticons or any other completed document involving the personal characteristics of students in order to draft their personal profile, which will evolve as they get to know themselves better.
- Encourage people in the students' community to add to the portfolio (e.g. parents, teachers, stakeholders).

IMPACT OF CHOICES ON EDUCATIONAL PATH

ANTICIPATE HOW PERSONAL AND ACADEMIC CHOICES INFLUENCE THE PURSUIT OF HIS/HER STUDIES

LEARNING STRATEGY “ANTICIPATE”

Trying to predict or to envision knowledge, procedures, actions or situations that might come up or that would be useful in tasks or situations. To anticipate is also to foresee the resources required under certain conditions or in situations that may arise.

Actions, techniques or procedures: Identify prior learning that may be useful in relation to future conditions or situations, **consider requirements or needs in terms of future possibilities**, imagine possible future situations or events, **plan**, hypothesize, etc.

Adjustment

Consider bolded passages to get students to use the learning strategy.

Use visual aids and simple words.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **anticipates** how personal and academic choices influence the pursuit of his/her studies.

Adjustment

Ask students to explain how their choices might influence their pursuit of autonomy development.

PEDAGOGICAL INTENTION OF ACGC ITEM

This ACGC item prompts students to look ahead into the future to predict how their choices may affect them and their future. Students are called on to think about the consequences of their choices, and, by association, of the decisions they make every day. In this ACGC item, the concept of choice is synonymous with “decision,” whereas the concept of impacts is synonymous with “consequences.” We also refer to young people’s sense of empowerment over the here and now by teaching them autonomy.

In sum, students learn that:

- Cycle Two provides them with a number of opportunities to make personal and academic choices
- their choices can have positive or negative impacts
- anticipating the consequences of their decisions will help them make informed choices

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CHALLENGES ADAPTED CURRICULUM OBJECTIVES

The Challenges Adapted Curriculum aims to enable all students with a moderate to severe intellectual disability to acquire and develop the knowledge, skills and attitudes that are essential for becoming autonomous, in order to promote their social integration, particularly participation in the job market. Students will therefore gradually develop their autonomy, namely their ability to be empowered, to think and act on their own, to develop their sense of responsibility, to decide what actions to take to achieve certain goals and to take responsibility for the consequences of their choices.

In the context of this ACGC item, students are made aware of the benefits of making choices that correspond to their fields of interest, which will promote their autonomy and increase their ability to have control over their life. This awareness will allow them to develop their ability to anticipate the consequences of their choices and, as a result, to make decisions based on who they are. For students with a moderate to severe intellectual disability, it will be more meaningful to address the various choices and decisions on a personal level than on an academic level.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *IMPACT OF CHOICES ON EDUCATIONAL PATH*

- Create illustrated tables with classroom rules and the rules of a work placement setting. Discuss with students the consequences of following and breaking these rules in order to anticipate the repercussions of their decisions and actions.
- Repeat classroom instructions and expected behaviours often so that students are able to reproduce these behaviours in other settings and to help them make choices in accordance with the established framework and rules.
- As a game, show students pictures of characters making choices and ask them to identify the repercussions of these choices, for example an employee who continues to talk with their co-worker even though their break is over. Question students on the inappropriate behaviour and the repercussions it could have.
- Provide students with concrete situations from daily life (e.g. buying a non-essential product, always sitting and watching television rather than participating in a sports or cultural activity or carrying out a leisure activity) and ask them to identify the repercussions of their choices using images.
- Using scenarios or pictures, name general rules of life and ask students about the positive or negative repercussions of their choices depending on the situation (e.g. running in a public place, failing to put on protective gloves before working, using inappropriate language, being rude).
- Help students anticipate the impact of their choices in everyday life, for example:
 - Encourage a young person who can tell time to wear a digital watch and help them use it to have better time management and be punctual.
 - Pay special attention to hygiene and the cleanliness of clothes and make students aware of how important these are and the effect they have.
 - Using a timer, encourage students who are taking longer than necessary to complete a task to complete it more quickly, taking into account their reality. If the task is not completed in the time allotted, students will understand that they will have to continue with the task before starting another one, which will allow them to adjust their behaviour, strategy and choices to improve the situation.
- Establish a concrete connection between following expected behaviours in class or during a work placement or completing work according to established standards and positive repercussions, recognizing the students' efforts so that they are able to motivate themselves.
- Record students' learning about the ACGC item in a portfolio or by any other means.

OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE

SELECT OCCUPATIONAL PREFERENCES THAT CORRESPOND TO HIS/HER PROFILE

LEARNING STRATEGY “SELECT”

Using different means and according to predetermined or spontaneous criteria, researching and identifying relevant or useful information.

Actions, techniques or procedures: Note, underline, highlights, circle, write, say, etc.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **selects** occupational preferences that correspond to his/her profile.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

This ACGC item leads students to take an informed look at the world of work through the lens of their self-knowledge. This self-knowledge becomes the criterion for selecting occupations that fit their personal profile. The objective of this ACGC item is to establish a link between themselves and their occupational preferences.

In sum, students learn that:

- the world of work offers numerous possibilities that are aligned with a diversity of personal profiles
- many different occupations exist
- choosing an occupation that reflects their fields of interest and aptitudes leads to commitment and perseverance

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CHALLENGES ADAPTED CURRICULUM OBJECTIVES

Preparation for the job market provided for in Section II of the Challenges Adapted Curriculum, i.e. Social Integration, is intended to give students with a moderate to severe intellectual disability concrete experiences in work situations. These experiences, in the form of work placements, for example, will enable students to explore the world of work, to identify their fields of interest, and to acquire and develop a functional skill that will enable them to enter and remain in the job market.

In the context of this ACGC item, students are asked to identify jobs, training or contributing activities that correspond to their fields of interest and abilities. They are encouraged to consider their fields of interest, preferences, abilities, strengths and aspirations, based on the draft of their personal profile. This learning process gives students the opportunity to make choices and decisions that correspond to them, which fosters autonomy development.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE*

- Invite students to name occupations they know, including those found in school or practised by members in their community, to initiate reflection on their occupational preferences.
- Provide students with concrete work situations in the classroom or school in order to help them discover and name their interests.
- Present an illustrated table of work tools and occupations and ask students to select their preferences among them in relation to their personal characteristics.
- Explain the tasks involved in various workplaces by naming the strengths, qualities and interests required to perform them.
- Invite students to select a task based on what appeals to them (interests), in an area in which they feel competent (aptitudes).
- Encourage students to make a choice that will allow them to take on new challenges and discover new tasks among the various workplaces available. Then, using a visual aid, discuss with students what they liked and disliked in order to help them identify their occupational preferences. Note them in a record-keeping tool.
- Present students with a list of occupations, including pictures, photos and tools, that are available to them and ask them to underline, circle or say which ones they prefer based on their interests and aptitudes.
- Provide students with visits to potential work placement settings and have them select, from photos and videos, the setting that best suits them.
- Help students choose a work placement where they will find tasks that they already carried out in class and for which they showed interest and aptitude. Then, help them make the connection between these tasks and the draft of their personal profile (link between interests and aptitudes).
- Continue the process of accompanying students during their work placements to verify their interests and abilities in their new tasks.
- Provide students with tools to create a visual portrait of their occupational interests
- Record students' learning about the ACGC item in a portfolio or by any other means.

REVIEW OF PERSONAL PROFILE

ORGANIZE WHAT HE/SHE HAS LEARNED ABOUT HIMSELF/HERSELF IN ORDER TO REVIEW AND ADJUST THE PERSONAL PROFILE AS NEEDED

LEARNING STRATEGY “ORGANIZE”

Construct a body of information or knowledge based on a set of characteristics or an arrangement that makes it possible to identify or enhance the semantic value or meaning.

Actions, techniques or procedures: Create or apply a mnemonic, **create schemas, create diagrams or tables, group by characteristics, group by class or group**, etc.

Adjustment

Consider bolded passages to get students to use the learning strategy.

This strategy can be used with the support of teachers or stakeholders who will suggest to students a way to organize their personal characteristics.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **organizes** what he/she has learned about himself/herself in order to review and adjust the personal profile as needed.

Adjustment

The review of the personal profile must be carried out in collaboration with the members of the students’ community who know them well and who will have to support them in carrying out their potential life project.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

After having produced the draft of their personal profile, students are now called upon, in this ACGC item, to review their personal profile. They are invited to consolidate the meaningful learning they have acquired on self-knowledge into a coherent whole and to update their view of their interests, aptitudes, aspirations and values. This assessment will be useful in setting goals and anticipating a life project.

In sum, students learn that:

- a well-documented and precise personal profile helps to define their identity
- organizing their self-knowledge allows them to consolidate and integrate this information into a personal profile
- this review is only one step in the lifelong journey of learning about themselves

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CHALLENGES ADAPTED CURRICULUM OBJECTIVES

Throughout their schooling, students are called upon to learn in different contexts: the classroom, the community, “workshop classes” and work placements. This learning allows them to develop their self-knowledge, among other things. Just as their schooling aims to do, self-knowledge fosters the gradual development of the various facets of autonomy and responsibility of students with intellectual disabilities and must take into account their particular needs.

In the context of this ACGC item, students refer to the draft of their personal profile and any other tool that helped them identify their characteristics. By organizing their personal characteristic with the support of their teacher, they learn to define their identity and to take it into account in various contexts of their lives. This review will be used to anticipate their life project and to prepare their transition to active life, among other things.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *REVIEW OF PERSONAL PROFILE*

- Review with students the results of the learning related to the ACGC items seen so far and ask questions to validate the information obtained. If necessary, modify the students' profiles based on the answers to these questions so that the review reflects who they are.
 - Do you still have this interest? (Identify interest.)
 - Are you good at this task? (Identify task.)
 - Would you like to do a work placement in this setting? (Identify setting.)
- Help students to create an illustrated concept map or other visual means where they must organize their personal characteristics in terms of interests, aptitudes, occupational preferences, values, tastes, abilities, qualities, etc. It would be helpful to use the same pictograms as those used for the workplaces, for example.
- Use (or apply) the students' review of their personal profile as part of the transition from school to active life (TSAL, or TÉVA in French) process in order to gradually refine their life project.
- Record students' learning about the ACGC item in a portfolio or by any other means.

LIFE PROJECT

ANTICIPATE THE PROCESS INVOLVED IN PRODUCING A DRAFT OF ONE OR MORE FUTURE PROJECTS (PERSONAL, CAREER OR COMMUNITY)

LEARNING STRATEGY “ANTICIPATE”

Trying to predict or to envision knowledge, procedures, actions or situations that might come up or that would be useful in tasks or situations. To anticipate is also to foresee the resources required under certain conditions or in situations that may arise.

Actions, techniques or procedures: Identify prior learning that may be useful in relation to future conditions or situations, **consider requirements or needs in terms of future possibilities**, imagine possible future situations or events, **plan**, hypothesize, etc.

Adjustment

Consider bolded passages to get students to use the learning strategy.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **anticipates** the process involved in producing a draft of one or more future projects (personal, career or community).

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

This ACGC item provides students with an opportunity to look ahead into the future, to question themselves and to anticipate the broad outlines of a future project that they would like to commit to in order to take action on a trajectory they want to pursue in life. In other words, the intention is to prompt students to formulate ideas and imagine different scenarios of what they would like to do, and then to select the most plausible scenario in order to choose a direction in life once they have completed secondary school.

In sum, students learn that:

- having a life project can empower them to take action in their life
- this project helps them define the place they would like to hold in society after secondary school
- it is important to envision different possibilities before committing to their life project

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CHALLENGES ADAPTED CURRICULUM OBJECTIVES

The various learning situations from Section II of the Challenges Adapted Curriculum, i.e. Social Integration, allow students to discover their interests and abilities, which will help them to consider the various possibilities for social participation in anticipation of the draft of their life project.

In the context of this ACGC item, getting students to anticipate their life project and to commit themselves to it enables them to prepare to play an active role in society and encourages the development of their autonomy. By anticipating their life project, students are encouraged to make choices that correspond to them and to assume certain responsibilities in order to carry out their project to the best of their abilities. They then become the causal agents of their lives.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *LIFE PROJECT*

- Ensure that a TSAL process is put in place for a smooth transition and address the different aspects of this transition that might support students' life projects: transportation, recreation, residence, education or training, sociovocational integration or employment, community participation, personal autonomy and social network.
- Encourage the students' families to establish or maintain a relationship with an external stakeholder who will support them in the transition from school to active life.
- Invite stakeholders to TSAL meetings held by the school team.
- Allow students to make gradual contact with stakeholders so that they feel comfortable once they leave school.
- Create scenarios (e.g. living in an apartment, taking the bus, buying groceries, going to a restaurant, going to work) where students will have to self-regulate, i.e. look at what is happening, identify how they are feeling, and then find ways to deal with the situation with the support of a stakeholder.
- Provide students with equipment like a tablet, a smartphone or a digital music player with clear instructions on how to use them to facilitate the transition to their new environment by promoting autonomy.
- Use classroom and school rules to help students transfer what they have learned to the workplace. During work placements, help students make connections between what they have learned at school and what they must do at work.
- Introduce students to the means of transportation that they will need to take to get to their work placement or elsewhere, depending on their abilities. To do this, encourage parents to participate.
- Introduce students to prudent payment by having them pay for their own meals at the cafeteria.
- Prepare a binder for each graduating student with photos of them in action that could be used as a résumé when looking for a work placement or job. This binder could also be used as a model to show future cohorts what has been done in the past.
- Ensure that all relevant information recorded in students' files regarding their personal profile and that could facilitate students' integration into their new environment is communicated to external stakeholders and the workplaces that will welcome them.
- Use the TSAL process¹:
 - Have students participate in the TSAL process.
 - Have students name what they want to accomplish in order to carry out their life project.
- Record students' learning about the ACGC item in a portfolio or by any other means.

¹ Québec, Ministère de l'Éducation et de l'Enseignement supérieur, *Guide for Supporting the Transition From School to Active Life (TSAL)* (Québec, 2018).

PREPARATION FOR POST-SECONDARY TRANSITION

SELF-REGULATE IN ORDER TO PREPARE FOR POST-SECONDARY TRANSITION

LEARNING STRATEGY “SELF-REGULATE”

Observing one’s mechanisms and general approach in order to make adjustments to behaviours and knowledge related to tasks and ways of doing things. Self-regulating makes it possible to adapt by making the most effective and impactful use of personal and environmental resources. This involves improving or adapting situations and events and implementing a continuous adjustment process based on prior learning and available resources.

Actions, techniques or procedures:

- Self-observe: become aware of the mechanisms, processes and knowledge used and the situations or tasks involved
- Self-adjust: adapt resources or metacognitive knowledge based on the results obtained or the conditions observed in relation to the expectations or the established objectives
- Find information: gather information on the tasks, situations and conditions of use of knowledge in relation to the needs identified, the requirements to be met and the established objectives

Adjustment

Students will be able to self-regulate with their teacher’s guidance.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **self-regulates** in order to prepare for post-secondary transition.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

The goal of this ACGC item is to prompt students to prepare themselves for the upcoming transition by inviting them to face a life situation that requires them to make decisions about their future. The strategy “Self-regulate” will support students in their analysis and help them determine the changes they can make so as to be better prepared to move forward.

In sum, students learn that:

- a transition is a bridge towards another phase in life
- completing secondary school brings them one step closer to adulthood
- this upcoming transition may give rise to questions about who they want to be
- they have a role to play in preparing for this transition and adapting to what lies ahead (self-regulate)
- careful preparation is an excellent way to reduce stress

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CHALLENGES ADAPTED CURRICULUM OBJECTIVES

The objective of the Challenges Adapted Curriculum is to promote the social integration of students with a moderate to severe intellectual disability. The Social Integration section of these programs consists of two parts: personal and social education and preparation for the job market. The various learning activities carried out in this section allow students to prepare for an active life after their schooling.

In the context of this ACGC item, the learning aims to prepare students for a smooth transition toward active life. To this end, students are asked to reflect on their upcoming transition, to learn about reality in order to adjust their actions accordingly and to adapt to the challenges that await them after their schooling, which will promote their social integration.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *PREPARATION FOR POST-SECONDARY TRANSITION*

- Ensure that a TSAL process is put in place for a smooth transition and to address the different aspects of this transition that might support students' life projects: transportation, recreation, residence, education or training, sociovocational integration or employment, community participation, personal autonomy and social network.
- Use the TSAL process¹:
 - Have students participate in the TSAL process.
 - Have students name what they want to accomplish in order to carry out their life project.
- Encourage the students' families to establish or maintain a relationship with an external stakeholder who will support them in the transition from school to active life.
- Invite stakeholders to TSAL meetings held by the school team.
- Allow students to make gradual contact with stakeholders so that they feel comfortable once they leave school.
- Create scenarios (e.g. living in an apartment, taking the bus, buying groceries, going to a restaurant, going to work) where students will have to self-regulate, i.e. look at what is happening, identify how they are feeling, and then find ways to deal with the situation with the support of a stakeholder.
- Provide students with equipment like a tablet, a smartphone or a digital music player with clear instructions on how to use them to facilitate the transition to their new environment by promoting autonomy.
- Use classroom and school rules to help students transfer what they have learned to the workplace. During work placements, help students make connections between what they have learned at school and what they must do at work.
- Introduce students to the means of transportation that they will need to take to get to their work placement or elsewhere, depending on their abilities. To do this, encourage parents to participate.
- Introduce students to prudent payment by having them pay for their own meals at the cafeteria.
- Prepare a binder for each graduating student with photos of them in action that could be used as a résumé when looking for a work placement or job. This binder could also be used as a model to show future cohorts what has been done in the past.
- Ensure that all relevant information recorded in students' files regarding their personal profile and that could facilitate students' integration into their new environment is communicated to external stakeholders and the workplaces that will welcome them.

¹ [Québec, Ministère de l'Éducation et de l'Enseignement supérieur, *Guide for Supporting the Transition From School to Active Life \(TSAL\)* \(Québec, 2018\), 23.](#)

PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK

VERIFY PERSONAL PERCEPTIONS REGARDING THE REALITY AND REQUIREMENTS OF THE WORLD OF WORK

LEARNING STRATEGY “VERIFY”

Ensuring the quality or the coherence of information or knowledge produced based on external criteria or requirements.

Actions, techniques or procedures: Identify the characteristics or attributes of available information or knowledge, confirm the presence or absence of elements targeted in connection with the objectives or selected criteria, etc.

EXPECTED STUDENT LEARNING OUTCOME (ESLO)

The student **verifies** personal perceptions regarding the reality and requirements of the world of work.

Adjustment

It could be relevant to address life contexts other than the reality and requirements of the world of work.

PEDAGOGICAL INTENTIONS OF THE ACGC ITEM

This ACGC invites students to examine the world of work and their social identity. Work continues to be “a major form of social integration in society, fostering sociability within individuals” (Triomphe, Vial and Lab jeunes ASTREES 2015, 9) [Translation].

In sum, students learn that:

- personal perceptions are representations that are grounded in objective and subjective data
- different personal perceptions can arise from a single reality
- different opinions can be explained by the nature of our personal perceptions
- it is important to verify personal perceptions and base them, as much as possible, on facts

CONNECTIONS BETWEEN PEDAGOGICAL INTENTIONS OF THE ACGC ITEM AND CHALLENGES ADAPTED CURRICULUM OBJECTIVES

Students in the adapted curriculum have acquired knowledge and skills that enable them to conduct themselves autonomously, including the ability to make choices. In order to make informed choices, it is important that they develop the ability to use appropriate materials and resources to gather information that is useful in their decision-making process. With the right information, students can develop their autonomy and increase their sense of control.

In the context of this ACGC, students can acquire concepts related to the reality and requirements of the world of work and other life contexts they will face. By verifying their perceptions with reliable resources, they can prepare themselves to deal with some of the realities that await them, and make choices and decisions free from undue external influences.



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IDEAS FOR DESIGNING PEDAGOGICAL MATERIAL TO ADDRESS THE ACGC ITEM *PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK*

- Verify with students their personal perceptions of the reality and requirements of the world of work during a supervisory visit to their work placement.
- Create and use an illustrated game such as “Which one does not belong?” Among the images related to reality and the requirements of adult life (e.g. living in an apartment), introduce a few illustrations that are not related to the theme being addressed to help students identify those that are not related to the situation, and then help them understand why by using reliable information.
- Show students images, photos or videos of different workplaces they know (e.g. grocery store, cafeteria, housekeeping, woodworking shop) and invite them to participate in a game of association with the materials or tools used in these workplaces, their rules of life, their reality and their requirements.
- Use a variety of means, such as an interactive questionnaire, to introduce students to the realities of the world of work or other environments, while providing them with accurate information.
- Use opportunities to discuss with students the reality and requirements of the world of work or other life contexts. For example:
 - While students are required to complete a task but are having fun doing another activity, ask if this is acceptable at work and explain why it is not possible.
 - When students clean up after an activity and put back used materials, ask them if they think it is appropriate to do the same in other settings such as at home.
 - When students arrive late, ask them if it is appropriate to arrive late for appointments, for work, etc., and explain to them the reality of the world of work and the consequences of being late, among other things.
 - Take any other opportunity to address labour standards and occupational health and safety.

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