



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

REPORT

**Review of Programs and Services
for Students with Developmental Disabilities**

May, 2001

REPORT ON THE ST. CLAIR CATHOLIC DISTRICT
SCHOOL BOARD
REVIEW OF SERVICES AND PROGRAMS FOR STUDENTS
WITH DEVELOPMENTAL DISABILITIES

Background

As a recommendation from the Annual Special Education Plan filed in the Spring of 2000, the Special Education Advisory Committee (SEAC) of the St. Clair Catholic District School Board committee directed a review of programs and services for students with developmental disabilities at the elementary level across the District.

The review was prompted by the following needs:

- to ascertain that programs and services delivered for students with developmental disabilities across the District were in accordance with the stated values and beliefs of the St. Clair Catholic District School Board and the Special Education Advisory Committee (SEAC)
- to examine the different delivery options between the North and South geographical sections of the board in order to harmonize delivery of services in an equitable manner throughout the district
- to make recommendations on resources or programs which should be available to assist teachers to plan programs for students with developmental disabilities
- to collate the demographics of the students with developmental disabilities to be utilized in projecting future programming options and delivery of services for students as well as professional in-service needs

Process of the Review

The review was to take place during the academic year 2000-2001. The process for the review incorporated the following steps:

1. Set the Steering Committee
2. Appointing the Review Team
3. Define the Review Task
4. Establish the Objectives for the Review
5. Choose an Appropriate Methodology
6. Plan for Data Collection
7. Gather Data
8. Analyze, Interpret, Evaluate
9. Prepare and Present the Report
10. Follow-Up

The Review

The following chart delineates the steps which served as part of the review as the guideline for the review and the implementation aspect taken with each step. The responsibilities and process as well as the timelines are as follows:

Guideline	Responsibility and Process	Timeline
Set the Steering Committee and Establish the Objectives for the Review	<p>Henry Kulik Superintendent of Schools and Special Education</p> <p>Renee Zarebski Central Office Program Resource Consultant</p> <p>Anna Giuliani Central Office Program Resource Consultant</p> <p>The objectives for the review were:</p> <ul style="list-style-type: none"> • to ascertain that programs and services delivered for students with developmental disabilities across the District were in accordance with the stated values and beliefs of the St. Clair Catholic District School Board and the Special Education Advisory Committee SEAC • to examine the different delivery options, between the North and South geographical sections of the board in order to harmonize delivery of services in an equitable manner throughout the district • to make recommendation on resources or programs which should be available to assist teachers to plan programs for students with developmental disabilities • to collate the demographics of the students with developmental disabilities to be utilized in projecting future programming options and delivery of services for students as well as professional in-service needs <p>To meet these objectives, the following activities were undertaken:</p> <p>Examination of the adherence of programs and service delivery for students with developmental disabilities across the District with the stated values and beliefs of the St. Clair Catholic District School Board and the Special Education Advisory Committee (SEAC)</p> <p>Collating demographics information of students with developmental disabilities to be utilized for present and future planning of programs and services by the board</p> <p>Providing a listing of resources currently being utilized as well as those which should be made available to staff</p> <p>Identifying practice and program areas of commendation and areas which require additional development or support.</p>	October 2000

Appoint the Review Team-	<p>Jane Buono- Anita Wright Congregated Classroom Teacher St. Pat's Congregated Classroom Teacher - St. Therese</p> <p>Sara O'Mahoney Program Resource Teacher - Our of Mercy</p> <p>Suzanne Marchand Program Resource Teacher - Holy Family School</p> <p>Phil Litrenta Principal, Sacred Heart Sarnia</p> <p>Nicole Stevens Vice-Principal, St. Mary (Blenheim)</p> <p>Renee Zarebski Central Office Program Resource Consultant</p> <p>Anna Giuliani Central Office Program Resource Consultant</p>	November 2000
Define the Review Task	<p>Examination of the adherence of programs and services delivery for students with developmental disabilities across the District with the stated values and beliefs of the St. Clair Catholic District School Board and the Special Education Advisory Committee SEAC</p> <p>This would entail:</p> <ul style="list-style-type: none"> • Reviewing the values and beliefs of the St. Clair Catholic District School Board articulated in the Mission Statement and the value statements of the SEAC. • Identifying any gaps between the espoused values and the practice in providing services to students with Developmental Disabilities. <p>Identifying the demographics of students with developmental disabilities in the system.</p> <p>This would entail:</p> <ul style="list-style-type: none"> • Compiling information which was available from school databases, ISA database • Validating the findings with school staff. • Considering the following variables for each student, geographical location, and grade placement. <p>In order to identify practice and program areas of commendation, as well as, those areas which require additional development or support, input from school staff was solicited. Staffs in schools identified as providing services to students with developmental disabilities were surveyed.</p> <p>This would entail :</p> <ul style="list-style-type: none"> • Developing a survey for the principals, program resource teachers, classroom teachers, and educational assistants for input on various areas • Distributing the surveys • Collating the data • Drawing conclusions from the information and data gathered 	December 2000

	<p>To review the area of resources.</p> <p>This would entail:</p> <ul style="list-style-type: none"> • Identifying which resources and programs are currently available and considered valuable • Identifying resources and programs which are being utilized elsewhere and would be beneficial to staff • Identifying which resources and services existing within the community might be of assistance to schools as well as families and students who have developmental disabilities. 	
Sub Committees Structured	<p>Philosophy Sub-committee Renee Zarebski Anna Giuliani</p> <p>Survey Sub-committee Anita Wright Suzanne Marchand Renee Zarebski Anna Giuliani</p> <p>Resources Sub-committee Jane Buono Nicole Stevens Anna Giuliani</p> <p>Demographic Sub-committee Sara O'Mahoney Phil Litrenta</p>	December 2000
Choose an appropriate Methodology	<p>Each Sub Committee chose an appropriate methodology to gather the information it required.</p> <p>The Philosophy committee researched the St. Clair Catholic District School Board's Value and Mission Statement. These values were aligned with the beliefs that were outlined by the Special Education Advisory Committee.</p> <p>The Survey Committee developed four surveys. These were to be used with staff providing services and programs to students with Developmental Disabilities in integrated settings.</p> <p>A survey for each of the following areas were developed: Principals, Classroom Teachers, Program Resource Teacher and Educational Assistants.</p> <p>The questionnaires were a combination of open-ended questions as well as questions utilizing a rating scale.</p> <p>The Resource Committee focused their efforts in providing a listing of resources for teachers programming and servicing students with developmental disabilities.</p> <p>This committee reviewed through the questionnaire sent out to all Program Resource Teachers which materials and programs were currently being utilized and valued across the district.</p>	January 2001

	<p>As well, this sub-committee reviewed community resources and services which could be utilized by the school or to which the school could direct parents and students.</p> <p>Lastly, this sub-committee looked at what resources were being utilized by other boards and provinces.</p> <p>The Demographics Committee compiled a database of students to be included in the review. The students were defined as meeting the following criteria:</p> <p>Students with Intellectual handicaps are students who would be defined by their IPRC status as having a Developmental Disability.</p> <p>According to Ministry of Education definitions, this student would have an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development. They would not be able to independently access most of the curriculum outcomes at any level nor be able to independently execute the required skills at any level in the curriculum.</p> <p>The student would have an ability to profit from a special education program that is designed to accommodate slow intellectual development-lifeskill programming</p> <p>The student would have limited potential for academic learning, independent social adjustment, and economic self-support</p> <p>These students usually enter the system having received support and intervention in pre-school</p> <p>Students with the Intellectual Delays may also be identified as 7.2 or 7.3 in the ISA process. They may also be in the 10.2 or 10.3 profiles.</p> <p>ISA statistics for the board and the school databases can be used to identify the demographics.</p> <p>The Special Education Database and the ISA Database were used in compiling the list. The information was sent out to the School Principals and Program Resource Teacher for verification.</p>	
<p>Plan for data collection</p>	<p>The Resource Committee Questionnaire was sent to each Program Resource Teacher. The teachers were asked to respond and return the questionnaire to Jane Buono.</p> <p>The Survey from the Survey team was distributed at the Program Resource Teacher meeting at the end of January. Twenty schools were identified as having students with developmental disabilities. These schools were provided with survey packages.</p>	

	<p>The Program Resource Teachers were assigned a package containing all the surveys for their school. They were to oversee the distribution and return of the survey two weeks later.</p> <p>The Demographics Committee compiled a student list from the school special education databases and the ISA submissions.</p> <p>Each school received a copy of students within their school who were identified as meeting the criteria and were asked to verify the list.</p>	
Gather Data	The survey data was returned to the Board Office. The committee met and scored the data.	February 2001
Analyze, Interpret, Evaluate	<p>The data was processed in percentages and the committee met to review the data and identify emerging trends and conclusions.</p> <p>Initial recommendations for the report were discussed and a first draft commissioned.</p>	February 2001
Prepare a Report	<p>A first draft incorporating the following aspects outlined in the process for the review was prepared.</p> <p>The committee reviewed the first draft and made refinements. A second draft was distributed for input. The committee reviewed and refined.</p> <p>The amended second draft was accepted as final draft.</p>	March 2001
Finalize and Present the Report and Recommendations	Finalized Report to be presented to: Special Education Advisory Team District Special Education Advisory Team Special Education Advisory Committee Board of Trustees Staff	April / May 2001

Data Results

Philosophy Sub-committee

The Philosophy Sub-Committee researched the St. Clair Catholic District School Board's value and mission statement. These values were aligned with the beliefs that were outlined by the Special Education Advisory Committee in the existing Special Education Board Plan filed with the Ministry of Education and Training.

The St. Clair Catholic District School Board in providing an appropriate learning environment and experiences for exceptional students and for students who are exceptional believes:

- in the vitality, uniqueness and importance of our Catholic values and in the need to live our faith each day;
- in the fundamental dignity of each person as one of God's children and that each one is to be treated with respect and equity in all that we do;
- in being learner-centred in all our programs, services, relations and decisions;
- that the parent/guardian is the first and foremost educator of their children;
- that every person has the potential, the right and the need to learn;

- in valuing all our people through affirming their achievements, recognizing their contributions and supporting their efforts;
- in effectively communicating with all stakeholders and in building partnerships that creatively and actively support the ongoing development and contributions of Catholic education;
- in facilitating the participation of our stakeholders and in building partnerships that creatively and actively support the ongoing development and contributions of Catholic education;
- in creating an organizational culture that is challenging, participatory, supportive and innovative, which enables responsible risk-taking; and
- in being accountable for all the programs and services provided, the decisions made and for the effective stewardship and use of the resources provided to the Board.

The commitment of the Board to these beliefs is expressed by the manner in which exceptional students and students with special needs are welcomed and provided for in our school communities. The Board, therefore, delegates to the Director, in consultation with the Special Education Advisory Committee, the responsibility for developing programs, regulations and procedures to promote:

- The rights of the learner to an inclusive educational program in the regular classroom program as the child's need for a differentiated program will permit. Integration will take precedence over segregation whenever possible taking into account the needs of the child and the parents' wishes.
- The education of each student is a shared responsibility between the classroom teacher and the program resource team and the child's parent/guardian. Through a collaborative partnership the classroom teacher will be supported in modifying and personalizing the curriculum for exceptional learners.
- Learners have the right to access a spectrum of special education programs and services to support their learning.
- When support staff are assigned to provide direct assistance to an exceptional learner, care must be taken to maintain focus on the ultimate goal of independence and autonomy.
- Since communities assist in raising children, the board maintains open and active partnerships with various local, regional, and provincial agencies to access resources and promote a smooth transition to post-secondary education, work or living in the community.

Analysis

The philosophical inclination for the inclusion of all students in the regular classroom is strongly delineated within the Board and the Special Education Advisory Committee position. This is in accordance with the Ministry of Education and Training mandate which advocates for the classroom to be considered as the primary placement for all exceptional students when it is in accordance with parental wishes.

When examining the location in which students with developmental disabilities receive their education program, it is evident that the majority of students are receiving programs and services within their local school. At the elementary level, there are only five students who are enrolled in a congregated setting at St. Therese's School in Sarnia. These students have been placed in the congregated setting through a process which takes into consideration parental wishes. The students within the congregated setting are integrated into the regular classroom of St. Therese School for a portion of their day.

Conclusions

The Board is to be commended for striving to provide services and programs for students with developmental disabilities within their home school in the regular classroom. This practice is based on the philosophical commitment to the rights of the learner to an inclusive educational program in the regular classroom program to the degree that the child's need for a differentiated program will permit. Integration

will take precedence over segregation whenever possible taking into account the needs of the child and the parents' wishes.

This philosophy is based on the commitment that the education of each student is a shared responsibility between the classroom teacher and the program resource team and the child's parent/guardian. Through a collaborative partnership the classroom teacher will be supported in modifying and personalizing the curriculum for exceptional learners.

Resource Sub-Committee

The Resource Sub-committee undertook the following tasks:

- providing a listing of available resources for teachers providing programs and services for students with developmental disabilities
- identifying community resources and services which could be utilized by the school or to which the school could direct parents of students with developmental disabilities
- researching if there are other resources being utilized by other boards which would be of value to provide to our school

The committee prepared a letter and survey which was sent out to all Program Resource Teachers within the district in order to ascertain which materials and programs were already available, were being used and were considered of value in programming for students with developmental disabilities. (*Appendix A*)

Information returned from the mail out was collated into a Resources *List (Appendix A)* outlining the following:

- the name of the product or program
- the target age group and skill
- the commercial supplier
- who within the board has the product/program

The Resources List will be distributed to all Program Resource Teachers electronically through the Program Resource Teachers Conference.

The committee also identified which resources and programs were available in the areas of Sarnia-Lambton and Chatham-Kent to serve students with developmental disabilities. These programs and services compiled in the information directory commonly referred to as the "blue book" and through the Health Unit Project.....

The committee searched out any educational material which prepared for supporting students with developmental disabilities in inclusive classroom settings. The Durham School Board had produced a document entitled S.T. E.P.S. This document although dated in a few areas has a wealth of information in programming and supporting students with developmental disabilities in the mainstream setting.

Through a Web search the committee located and reviewed the Program Standards which the province of Alberta has set in the area of Developmental Disabilities. A copy of these program standards were purchased. The province of Ontario is in the process of setting standards in the various exceptionality areas. Once these are developed and released, programs will have to be reviewed and realigned. The committee felt the document from Alberta could serve as a valuable interim resource document and it is available at no cost.

Analysis

The response to the letter and survey was limited. Consideration must be given to the fact that at this time only twenty schools are programming for students with developmental disabilities so the remainder of the schools would not have been actively engaged in having material on hand as there was no need for it.

Recommendations

- That the Resource List for materials and programs be updated periodically to ensure that new products and programs are reflected.
- That the programs and products added to the list are teacher-tested and considered of value.
- To ensure that every school have an appropriate copy of the Blue Book which outlines programs and services for students with developmental disabilities in the community.
- That the St. Clair Catholic District School Board purchase a board license from the Durham District School Board. This license will enable the St. Clair Catholic District School Board to distribute a copy of the S.T.E.P. program to each of the schools as a resource.
- To develop resource kits on specific topics (e.g. sexuality, hygiene) which could be shared between schools on a needs basis.
- For schools currently programming for students with developmental disabilities, a copy of the program standards for students with developmental disabilities from Alberta be made available while we await the release of the Ontario standards for programs geared to students with developmental disabilities.

Demographic Sub-Committee

The following criteria was utilized to identify the students which were targeted for the review:

- Students with Intellectual handicaps are students who would be defined by their IPRC status as having a Developmental Disability.
- According to Ministry of Education definitions this student would have an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development. They would not be able to independently access most of the curriculum outcomes at any level nor able to independently execute the required skills at any level in the curriculum.
- The student would have an ability to profit from a special education program that is designed to accommodate slow intellectual development-lifeskill programming
- The student would have limited potential for academic learning, independent social adjustment, and economic self-support
- These students usually enter the system having received support and intervention in pre-school
- Students with the Intellectual Delays may also be identified as 7.2 or 7.3 in the ISA process. They may also be in the 10.2 or 10.3 profiles.

A search of the school databases and the ISA database was conducted and the information verified through the individual schools. This information was further reviewed under the following distribution dimensions:

- Board wide
- Grade
- Division
- Geographical location

The tables and graph illustrating this information are available in *Appendix B*.

Analysis

The grade by grade representation of the data illustrates that currently the largest number of students with developmental disabilities are enrolled in the Grade One year, followed by those enrolled in the Grade 6 year. For planning purposes for next academic year it will be necessary to realize that these group of students will be enrolled in Grade 2 and Grade 7.

Information collated on a division dimension of Junior Kindergarten, Senior Kindergarten, Primary, Junior and Intermediate must be interpreted to caution. It is necessary to note that the Primary and Junior divisions represent the enrollment at three grade levels while the intermediate division reflects the enrollment across two grade levels. The Junior and Senior Kindergarten reflect enrollment in only one grade level.

Conclusions

There are currently a number of students with developmental disabilities registered in the Junior Kindergarten, Senior Kindergarten and Grade One. These are the ideal years for integration as basic academic skills and social skills are the focus of the curriculum.

There is a group of students with developmental disabilities currently enrolled in the Grade 6 year across the board. It is understood that this population of students through their identification as exceptional pupils will exempt from the standards defined in the regular curriculum, and will receive individualized educational programs through the Individual Education Plan (IEP). The challenge for the parents and the school will be to provide opportunities and authentic situations to be an integral member of the classroom as well as providing a quality educational program through the Individual Educational Plan (IEP) for students with developmental disabilities.

Survey Sub-Committee

The Survey Committee developed four surveys. These were to be responded to by staff providing services and programs to students with Developmental Disabilities in integrated settings. (*Appendix C*)

The surveys were directed at principals, program resource teachers, classroom teachers and educational assistants. In general, the surveys asked the staff to indicate the area they felt competent and capable in providing programs and services for students with developmental disabilities and which area the staff felt there was a need for additional support.

Analysis

Questions on the survey were a combination of open-ended questions and questions which required a response with a rating scale. Responses from the questions with a rating scale were collated and converted to percentages. It should be noted that questionnaires were not field-tested for reliability and validity therefore, caution should be used in interpreting the numerical data. The committee felt that the comments made in responses to the survey questions were most insightful and helpful.

Recommendations

After studying the information from the various staff groups that responded to the survey, the committee through discussion and debate finalized the following recommendations for each of the surveys. The recommendations can be grouped as staff specific and overall recommendations.

Principal Survey

Principal surveys were reviewed to determine areas identified by the principals as needs, gaps in service or areas for future planning. From this information, recommendations were drafted for inclusion in the review. These are as follows:

- provide training in the area of behavior management
- discussion and direction on how the Safe Schools Policy will apply to students with Developmental Disabilities
- provide in-service for Principals on the Positive Choice Plan and the IEP
- provision of ready access to Board and Community resources
- develop guidelines on reporting for students with Developmental disabilities
- provide in-service around long-term strategies for planning (ie. M.A.P.S and P.A.T.H.s.) There needs to be on-going collaborative planning in providing connectivity and continuity to vertical transitions for students with Developmental Disabilities.

Classroom Teacher

Classroom teacher surveys were reviewed to determine areas identified by the classroom teacher as needs, gaps, gaps in-service or areas for future planning. From this information, the following recommendations were made:

- provide collaborative planning time for providers of direct service (classroom teacher, EA, Program resource teacher.)
- provide in-service for classroom teachers in the areas of gross motor skill development, augmentative communication and life-skill training
- provide a framework for long-term strategies for planning and collaborative planning needs
- provide an awareness of services and resources provided by community agencies in their specific areas of expertise in supporting students with developmental disabilities

Program Resource Teacher

Program resource teacher surveys were reviewed to determine areas identified by the program resource teachers as needs, gaps in service or areas for future planning. From this information, recommendations were drafted for inclusion in the review. These are as follows:

- provide in-service on long-term planning, behaviour management and life-skills programs
- provide support in developing and providing programming and integration activities specific to this population of students
- provide an awareness of services and resources provided by Community agencies in their specific areas of expertise in supporting students with Developmental disabilities
- develop a Protocol for Personal Care regarding toileting, lifting, hygiene and feeding procedures
- provide a variety of assessment tools and checklists for staff working with students with Developmental disabilities

Overall Recommendations

In reviewing the programs and services for students with Developmental disabilities, the Review Committee makes the following recommendations:

- setting the framework or defining what quality inclusion means in a Catholic educational setting for principals, classroom teachers and program resource teachers
- to continue to monitor demographics and parental wishes to ensure there is a responsiveness between the programs and students' needs
- to purchase a system license from the Durham School Board to provide the S.T.E.P Program to all schools, and to provide in-service in utilizing the S.T.E.P. Program
- to review and clarify the roles, expectations and responsibilities of the educational assistants
- to work in collaboration with the E.A. union in providing professional development to the Educational Assistants
- to shape the role of the System Classroom teacher at St. Therese's school into an Itinerant Teacher for students with developmental disabilities for the district. Duties of this specialized teacher to include: the provision of direct support and consultation for the programming needs of students with developmental disabilities. In addition, this teacher will be responsible for maintaining and establishing which resources would be beneficial, and providing professional development opportunities to staff in the area of Developmental disabilities.

Appendix A

January 18, 2001

Dear Program Resource Teacher:

Background

As you are aware, this year in the area of Special Education, a review of Programs supporting students with Developmental Handicaps is being conducted. The committee consists of the following members:

Phil Litrenta	Principal, Sacred Heart (Sarnia)
Nicole Stevens	Vice-Principal, PRT, St. Anne's (Blenheim)
Sara O'Mahony	PRT, Our Lady of Mercy
Anita Wright	Total Communications Classroom Teacher, St. Therese's
Chris Rastin	Principal, St. Therese's
Suzanne Marchand	PRT, Holy Family School
Renee Zarebski	Program Resource Consultant
Jane Buono	Total Communications Classroom Teacher, St. Patrick's
Anna Giuliani	Program Resource Consultant

The committee is working on collating data and input in various areas. The committee has been sub-divided to look at the following areas:

- Philosophy
- Demographics
- Resources
- Strengths and Needs in Current Practice

In defining "who" the students are that the committee is targeting, we defined it as:

- students with Intellectual handicaps are students who would be defined by their IPRC status as having a Developmental Disability
- according to Ministry of Education definitions, this student would have an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development. They would not be able to independently access most of the curriculum outcomes at any level nor be able to independently execute the required skills at any level in the curriculum
- the student would have an ability to profit from a special education program that is designed to accommodate slow intellectual development – Lifeskill programming

- the students who have limited potential for academic learning, independent social adjustment and economic self-support
- students with the Intellectual Delays may also be identified as 7.2 or 7.3 in the ISA process. They may also be in the 10.2 or 10.3 profiles

The sub-committee looking at resources consists of Nicole Stevens, Jane Buono and Anna Giuliani. The sub-committee is aiming at achieving the following outcomes:

- to review resources which are available in providing programs and services to students with developmental handicaps and make recommendations regarding which resources should be available
- to catalogue resources which are currently being used throughout the system and make the information accessible to each school
- to provide a listing of service providers and programs in the community which should be used for long-term planning at the school for students with developmental disabilities

In order to assist us in cataloguing the resources which are currently being used and are of value throughout the system, we ask that you take a moment to fill in the attached sheet and forward the completed sheets to Jane Buono at St. Patrick's High School or bring them with you to the Program Resource Teacher Meeting on Thursday, January 25th.

If you have any questions or would like further clarification, please feel free to contact the members of the Resources Sub-Committee or the Developmentally Handicapped Review.

Thank you for your time and consideration.

Jane Buono

Nicole Stevens

Anna Giuliani

Close your eyes and envision that you have just been told you will be re-assigned to teach in the warm, tropical climate of Jamaica. You will be given a huge signing bonus and will earn three times what you are making now!!! All your reallocation expenses will be covered and your family is excited at the prospect of going and they fully support it.

Reality slowly starts to set in as the Jamaican Ministry of Education and Training contacts you to let you know that you will be teaching students who are developmentally delayed and they will not provide you with any programs or materials. They will, however, pay to ship a limited amount of materials that you would like to bring with you.

What do you have that you would want to take with you? Which programs and materials do you currently use and feel you could not do without in your assignment in Jamaica?

In the chart, please provide the following information:

- the name of the program, material
- the skill or age group that the material is most useful for
- the supplier, name, address, phone number, fax number, where the program can be purchased

PROGRAM	AGE GROUP OR TARGET SKILLS	SUPPLIER

Feel free to add more if you would like. Please sign the sheet below so that other teachers who are interested in the materials may contact you to discuss and possibly preview or borrow the material prior to purchasing.

NAME: _____ SCHOOL: _____

Appendix B

Demographics of Students with Developmental Disabilities in St. Clair C.D.S.B.

2000-2001			
Grade	SCCDSB	North	South
JK	2	0	2
SK	3	2	1
Gr. 1	10	4	6
Gr. 2	3	2	1
Gr. 3	6	5	1
Gr. 4	7	4	3
Gr. 5	5	5	0
Gr. 6	9	7	2
Gr. 7	6	3	3
Gr. 8	5	3	2

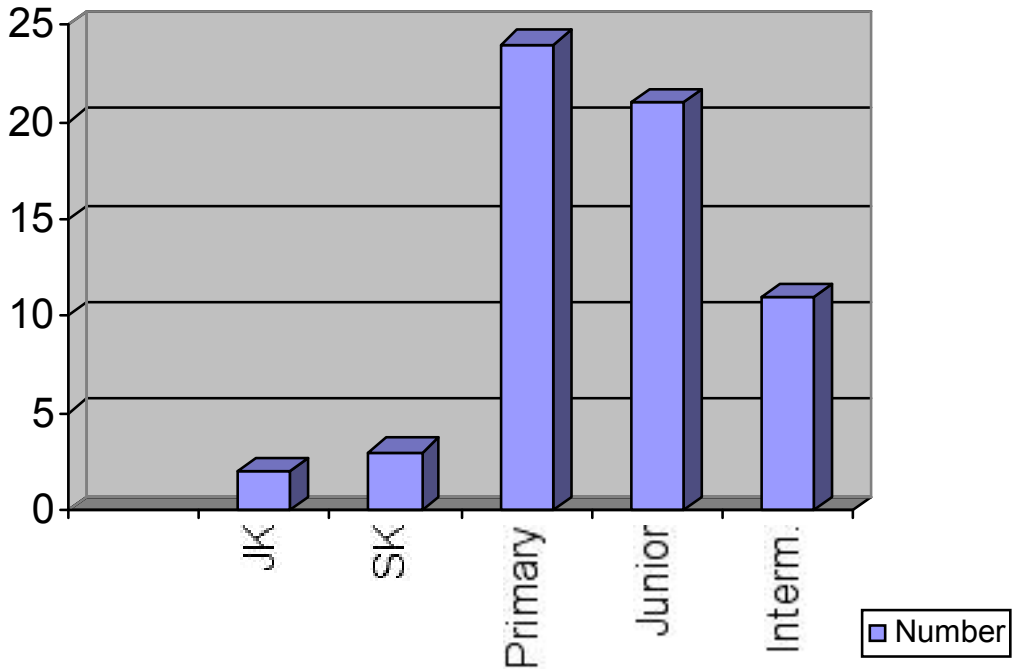
2001-2002			
Grade	SCCDSB	North	South
JK	3	2	1
SK	2	0	2
Gr. 1	3	2	1
Gr. 2	10	4	6
Gr. 3	3	2	1
Gr. 4	6	5	1
Gr. 5	7	4	3
Gr. 6	5	5	0
Gr. 7	9	7	2
Gr. 8	6	3	3

2000-2001	
Division	Number
JK	2
SK	3
Primary	24
Junior	21
Interm.	11

2001-2002	
Division	Number
JK	3
SK	2
Primary	23
Junior	18
Interm.	15

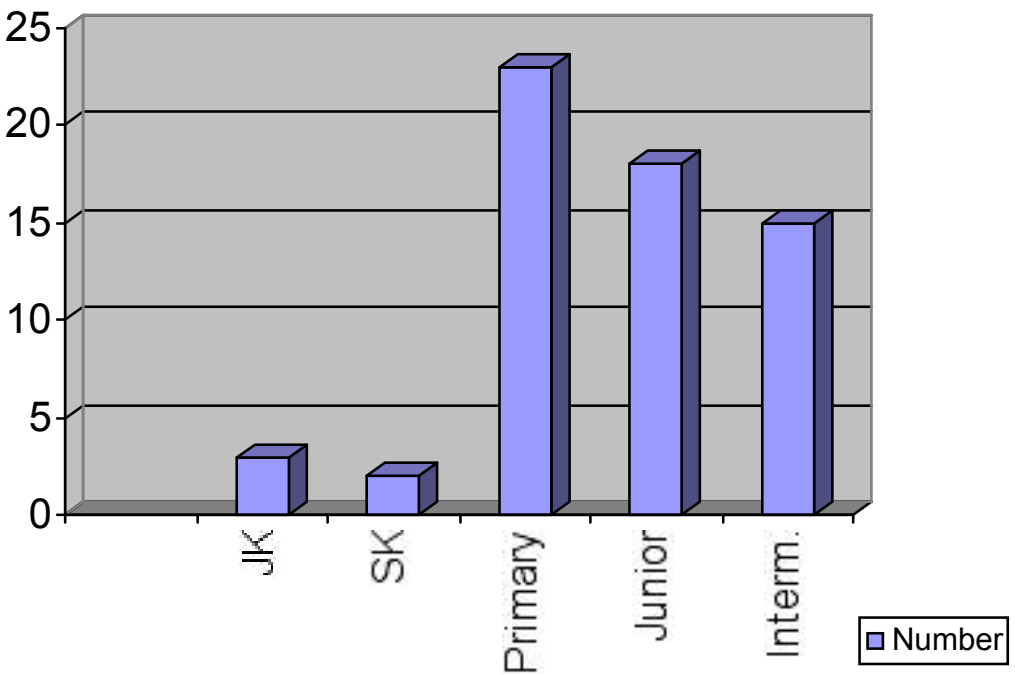
Graph C

Students By Division 2000-2001



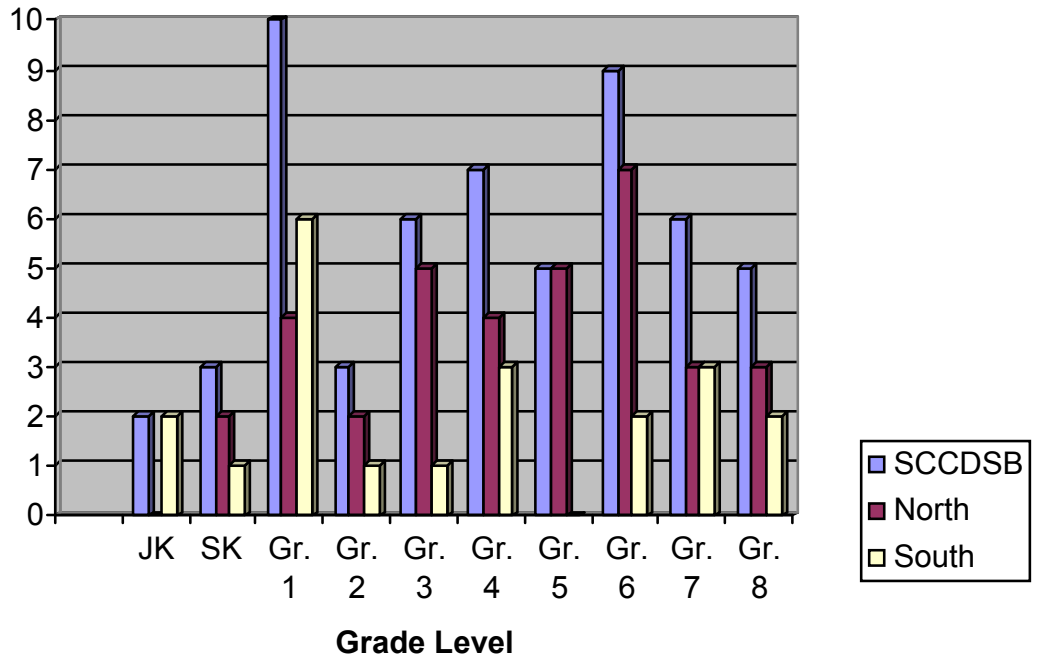
Graph D

Students By Division 2001-2002



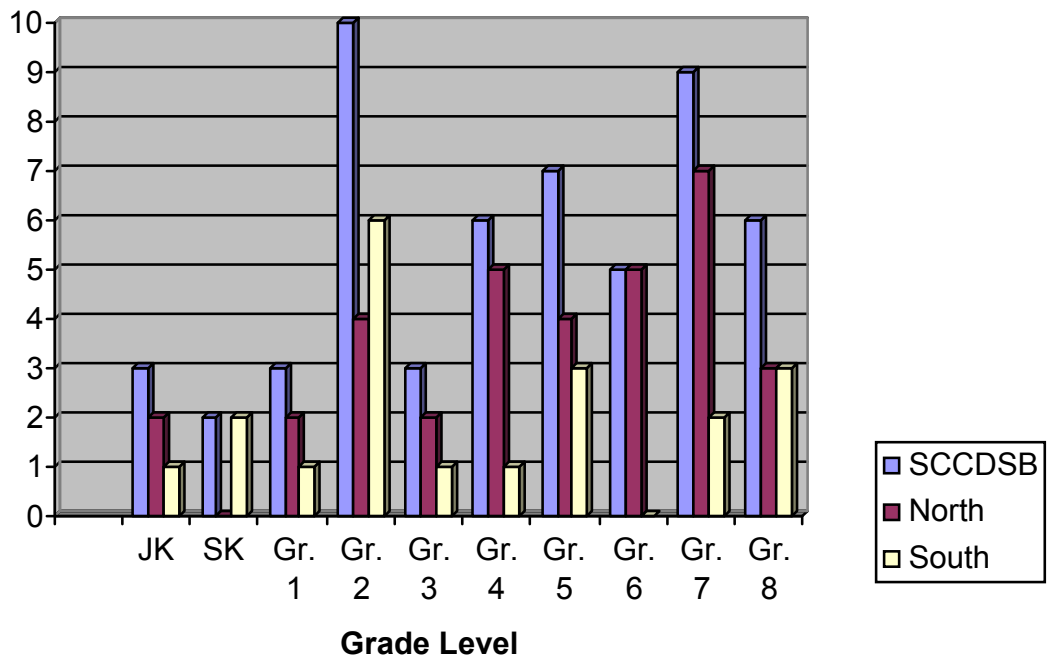
Graph A

Students in 2000-2001



Graph B

Students in 2001-2002



Appendix C

Survey - Principal

Rating Scale 1 - low 4 - high

January 25, 2001

PROGRAM PLANNING AND IMPLEMENTATION

Transition procedures for grade 8 students with developmental disabilities

Q. 1 - I am aware of program options available for students with developmental disabilities as they make the transition to the secondary school level.

1 2 3 4 NA

Transition procedures for preschoolers

Q. 2 - I am aware of the transition planning for JK and SK students with developmental disabilities.

1 2 3 4 NA

Establishing long term goals for students - direction

Q. 3 - Our school-based resource team develops multi-year plans and uses these plans for students with developmental disabilities. (e.g. M.A.P., P.A.T.H or other)

1 2 3 4 NA

School Profile - Strengths and Needs

Q. 4 - Do you feel as a principal you could use additional PD in the understanding, development and implementation of behavior management programs for students with a developmental disability.

1 2 3 4 NA

Q. 5 - For students with developmental disabilities in my school there is:

A good understanding of behaviour management programs .

1 2 3 4 NA

Access to professional support in developing behaviour programs.

1 2 3 4 NA

The ability to implement language acquisition programs.

1 2 3 4 NA

Access to support in implementing language acquisition programs.

1 2 3 4 NA

The necessary knowledge and skills to work with children using augmentative programs.
(See definition of augmentative communication on page 4 of survey)

1 2 3 4 NA

Rating Scale 1 - low 4 - high

Access to support in implementing augmentative programs.

1 2 3 4 NA

A collaborative approach to developing and implementing programs.

1 2 3 4 NA

A good understanding of the various roles and responsibilities of staff (ie teacher, EA, PRT).

1 2 3 4 NA

There is expertise to provide valid and reliable assessments monitoring the progress of students.

1 2 3 4 NA

Collaboration in program planning with parents at conferences and IEP meetings.

1 2 3 4 NA

Accurate, timely and appropriate reporting to parents.

1 2 3 4 NA

Q. 6 - In my school there is a written protocol outlining minimal standards in providing personal care (ie. toileting, feeding).

1 2 3 4 NA

RESOURCES AND DELIVERY

Delivery of Services

Q. 7 - There are a wide range of delivery models in special education. Indicate the model used for the majority of students with developmental disabilities in your school.

Integrated 1 2 3 4 NA

Resource monitor 1 2 3 4 NA

Resource withdrawal 1 2 3 4 NA

(less than 50% of the day

Sustained Resource Withdrawal 1 2 3 4 NA

(more than 50% of the day

Congregated setting with integration 1 2 3 4 NA

Overview - strengths

Q. 8 - School teams have a multitude of strengths and expertise in working with students with developmental disabilities. Please indicate these areas using the rating scale.

Life Skill programming 1 2 3 4 NA

Personal care programming 1 2 3 4 NA

Communication Augmentative	1	2	3	4	NA
Communication Language	1	2	3	4	NA
Designing programming	1	2	3	4	NA
Collaborative Planning	1	2	3	4	NA
Behaviour programs	1	2	3	4	NA
Assessment	1	2	3	4	NA
Reporting	1	2	3	4	NA

Overview - needs

Q. 9 - Please identify the areas you feel additional support and training would most benefit your school in working with students with developmental disabilities.

Life Skill programming	1	2	3	4	NA
Personal care programming	1	2	3	4	NA
Communication Augmentative	1	2	3	4	NA
Communication Language	1	2	3	4	NA
Designing programming	1	2	3	4	NA
Collaborative Planning	1	2	3	4	NA
Behaviour programs	1	2	3	4	NA
Assessment	1	2	3	4	NA
Reporting	1	2	3	4	NA

Professional Development

Q. 10 - Professional development opportunities are extremely valuable in providing training in meeting the needs of children with developmental disabilities.

The following are areas where I suggest professional development be offered to support school teams in working with students with developmental disabilities.

Q. 11 - I have the following additional qualifications in special education:

Ministry of Education and Training Core Part 1 _____

Ministry of Education and Training Core Part 2 _____

Ministry of Education and Training Core Part 3 _____

Other: _____

Support

Q. 12 - How can Central Office support your school?

Rank order from 1-9 (1 being low and 9 being high), the following areas where you would like to have additional support:

- PD/Inservice _____
- Consultation _____
- Provision of resources _____
- Lifeskills programs _____
- Behaviour Management Programs _____

- Communication and language programs _____
- Development of Integration Activities _____
- Other: _____

Q. 13 - Based on your experiences as a Principal, are there any other comments or suggestions regarding services and programs for students with developmental disabilities you wish to make?

Definition of Augmentative Communication

Augmentative communication refers to approaches that add to or replace a person's natural speech and/or writing. Some strategies involve symbols, pictures, talking computers, signs or gestures or any other approach that is used to augment or provide alternatives to speech or writing.

Survey - Program Resource Teacher

Rating Scale 1 - low 4 – high

January 25, 2001

PROGRAM PLANNING AND IMPLEMENTATION

Transition procedures for grade 8 students with developmental disabilities

Q. 1 - I am aware of the process and options for transition planning for grade 8 students with developmental disabilities.

1 2 3 4 NA

Q. 2 - I am involved in supporting and explaining program options for students with developmental disabilities at the secondary level.

1 2 3 4 NA

Transition procedures for preschoolers

Q. 3 - I am aware of the process and options for transition planning for JK and SK students with developmental disabilities.

1 2 3 4 NA

Q. 4 - I have been involved in the transition process for JK and SK students with developmental disabilities.

1 2 3 4 NA

Establishing long term goals for students

Q. 5 - Our school team develops multi-year plans and uses these plans for students with developmental disabilities (eg. M.A.P., P.A.T.H or other).

1 2 3 4 NA

Placement of students

Q. 6 - Is your input solicited in the placement of students with developmental disabilities within your school?

1 2 3 4 NA

Q. 7 - Is your input solicited in the placement of students with developmental disabilities within the system?

1 2 3 4 NA

Behaviour management programs

Q. 8 - I have a good understanding of how to develop behaviour management programs for students with a developmental disability.

1 2 3 4 NA

Rating Scale 1 - low 4 - high

Q. 9 - I am confident in my ability to implement behaviour management programs for students with a developmental disability.

1 2 3 4 NA

Q. 10 - I am able to monitor and gather data to adjust behaviour programs on an ongoing basis for students with developmental disabilities.

1 2 3 4 NA

Q. 11 - I have access to professional support in developing and implementing behaviour programs.

1 2 3 4 NA

Communication skills

Q. 12 - I am confident in my ability to implement language acquisition programs for students with developmental disabilities in my school.

1 2 3 4 NA

Q. 13 - I have access to professional support in implementing language programs for children with development disabilities.

1 2 3 4 NA

Augmentative programs

Q. 14 - I have the necessary knowledge and skills to work with children using augmentative communication programs.

(For a definition of augmentative communication see page 7 of the survey)

1 2 3 4 NA

Q. 15 - I have access to professional support in implementing augmentative programs for children with development disabilities.

1 2 3 4 NA

Programming /delivering programs

Q. 16 - I am comfortable with the support and recommendations provided by the school team when making programming decisions for students with developmental disabilities.

1 2 3 4 NA

Q. 17 - School personnel has the required knowledge and expertise to meet the programming needs for students with developmental disabilities.

1 2 3 4 NA

Working with educational assistants

Q. 18 - I have a good understanding of the role of the educational assistant working in my school.

1 2 3 4 NA

Q. 19 - The school team, including the educational assistant(s) work collaboratively in planning and delivering programs to students with a developmental disability.

1 2 3 4 NA

Q. 20 - I am able to provide support to the classroom teacher in structuring and developing integration activities for students with developmental disabilities.

1 2 3 4 NA

Q. 21 - I have access to professional support in structuring and implementing integration activities for children with development disabilities.

1 2 3 4 NA

Q. 22 - I have the necessary training to work with specialized equipment designated for students with developmental disabilities.

1 2 3 4 NA

Q. 23 - I have the necessary training to supervise and/or deliver specialized programs designated for students with developmental disabilities in the following areas:

Fine motor	1	2	3	4	NA
Gross motor	1	2	3	4	NA
Communication programs	1	2	3	4	NA
Life skill programs	1	2	3	4	NA
Behaviour management programs	1	2	3	4	NA
Curricular based programs	1	2	3	4	NA

Other: _____

Q. 24 - I have the necessary support from Community Agencies in working with specialized equipment and programs.

1 2 3 4 NA

Q. 25 - I have the necessary support from Central Office in working with specialized equipment and programs.

1 2 3 4 NA

Rating Scale 1 - low 4 - high

Q. 26 - I have been sufficiently trained in providing personal care (ie. toileting, feeding) for students who require this level of assistance.

1 2 3 4 NA

RESOURCES

Resources available in the school - (personnel, books, programs, videos)
 Personnel include: Speech and Language Pathologists (Board), Community Care Access Centre (Physiotherapists, Occupational Therapists, Speech and Language Pathologists) Teacher of the Deaf, Child and Youth Workers, Social Workers, Central Office Staff, Program Resource Teachers, Principal

Q. 27 - The following resources are available in my school to support students with developmental disabilities:

Please indicate those available in your school and the degree to which they meet the needs in your school.

Personnel

Board Speech and Language Pathologist	1	2	3	4	NA
Physiotherapist (CCAC)	1	2	3	4	NA
Occupational Therapist (CCAC)	1	2	3	4	NA
Speech and Language Pathologist (CCAC)	1	2	3	4	NA
Nursing care (CCAC)	1	2	3	4	NA
Teacher of the Deaf	1	2	3	4	NA
Child and Youth Worker	1	2	3	4	NA
Social Worker	1	2	3	4	NA
Central Office Staff	1	2	3	4	NA
Principal	1	2	3	4	NA

Q. 28 - Other resources to support students with developmental disabilities available in our school:

Professional literature and trade books	1	2	3	4	NA
Life skill instructional programs	1	2	3	4	NA
Resource videos	1	2	3	4	NA

Identifying needs/gaps in resources

Q. 29 - The following indicate areas where additional support would be beneficial to assist in meeting the needs of students with developmental disabilities in my school. Please indicate areas where additional support is suggested.

Rating Scale 1 - low 4 – high

Personnel

Board Speech and Language Pathologist	1	2	3	4	NA
Physiotherapist (CCAC)	1	2	3	4	NA
Occupational Therapist (CCAC)	1	2	3	4	NA
Speech and Language Pathologist (CCAC)	1	2	3	4	NA
Nursing Care (CCAC)	1	2	3	4	NA
Teacher of the Deaf	1	2	3	4	NA
Child and Youth Worker	1	2	3	4	NA
Social Worker	1	2	3	4	NA
Central Office Staff	1	2	3	4	NA
Program Resource Teacher	1	2	3	4	NA
Principal	1	2	3	4	NA

ASSESSMENT AND REPORTING**Assessment**

Q. 30 - I am confident in preparing and administering assessment tools, tests and checklists for students with developmental disabilities.

1 2 3 4 NA

Q. 31 - I am confident in reporting to parents at conferences and through IEP's the progress of their child with a developmental disability.

1 2 3 4 NA

STRENGTHS AND NEEDS**Overview - strengths**

Q. 32 - Program resource teachers have a multitude of strengths and expertise in working with students with developmental disabilities. Please indicate your strengths using the rating scale.

Life Skill programming	1	2	3	4	NA
Personal care programming	1	2	3	4	NA
Communication Augmentative	1	2	3	4	NA
Communication Language	1	2	3	4	NA
Designing programming	1	2	3	4	NA
Collaborative Planning	1	2	3	4	NA
Behaviour programs	1	2	3	4	NA
Assessment	1	2	3	4	NA
Reporting	1	2	3	4	NA

Rating Scale 1 - low 4 - high

Overview - needs

Q. 33 - Please identify the areas you feel additional support and training would most benefit you in working with students with developmental disabilities.

Life Skill programming	1	2	3	4	NA
Personal care programming	1	2	3	4	NA
Communication Augmentative	1	2	3	4	NA
Communication Language	1	2	3	4	NA
Designing programming	1	2	3	4	NA
Collaborative Planning	1	2	3	4	NA
Behaviour programs	1	2	3	4	NA
Assessment	1	2	3	4	NA
Reporting	1	2	3	4	NA

Professional Development

Q. 34 - Professional development opportunities are extremely valuable in providing training in meeting the needs of children with developmental disabilities.

Please indicate your most recent opportunity to attend professional development in this area.

1999 - 2000 _____ 1997 - 1998 _____

1998 - 1999 _____ 1996 - 1997 _____

The following are areas where I suggest professional development be offered to support resource teachers in working with students with developmental disabilities.

Q. 35 - I have been working or have worked with students with developmental disabilities for:

1 - 2 years _____ 6 - 10 years _____

3 - 5 years _____ over 10 years _____

Q. 36 - I have the following additional qualifications in special education:

Some special education courses _____

Ministry of Education and Training Core Part 1 _____

Ministry of Education and Training Core Part 2 _____

Ministry of Education and Training Core Part 3 _____

Ministry Electives: _____

Other courses:

Q. 34 - How can Central Office support program resource teachers?

Rank order from 1-9 (1 being low and 9 being high), the following areas where you would like to have additional support.

Professional Development/Inservice _____

Consultation _____

Provision of resources _____

Lifeskills programs _____

Behaviour management programs _____

Communication and language programs _____

Effectively working with EA's _____

Development of integration activities _____

Other: _____

Q. 38 - Based on your experiences as a Program resource teacher are there any other comments regarding services and programs for students with developmental disabilities you wish to make?

Definition of Augmentative Communication

Augmentative communication refers to approaches that add to or replace a person's natural speech and/or writing. Some strategies involve symbols, pictures, talking computers, signs or gestures or any other approach that is used to augment or provide alternatives to speech or writing.

Survey - Education Assistant

Rating Scale 1-low 4-high

January 25, 2001

PROGRAM IMPLEMENTATION

Behaviour management programs

Q. 1 - I have a good understanding of the purpose for implementation of behaviour management programs for students with developmental disabilities.

1 2 3 4

Q. 2 - I am able to effectively implement behaviour management plans for students with developmental disabilities.

1 2 3 4

Q. 3 - I have adequate training to deliver behaviour management programs to students with developmental disabilities.

1 2 3 4

Q. 4 - I have access to professional support in implementing behaviour programs.

1 2 3 4

Communication skills

Q. 5 - I am confident in implementing language acquisition programs for students with developmental disabilities.

1 2 3 4

Augmentative programs

(For definition of augmentative communication see page 3 of survey.)

Q. 6 - I have the necessary knowledge and skills to work with children using augmentative communication programs.

1 2 3 4

Q. 7 - I have access to professional support in implementing augmentative communication programs.

1 2 3 4

Q. 8 - My background, training and experiences have prepared me to work with a child/children with developmental disabilities.

1 2 3 4

Q. 9 - I have a good understanding of my role in working with children with developmental disabilities in my school.

1 2 3 4

Rating Scale 1-low 4-high

Q. 10 - The school team (including the educational assistant) work collaboratively in planning and delivering programs to the student with a developmental disability.

1 2 3 4

Q. 11 - I am able to work with other members of the team to deliver programs.

1 2 3 4

Q. 12 - I have the training necessary to deliver specialized programs designated for students with developmental disabilities in the following areas:

Fine motor	1	2	3	4
Gross motor	1	2	3	4
Communication programs	1	2	3	4
Personal Care	1	2	3	4
Life skill programs	1	2	3	4
Behaviour management programs	1	2	3	4
Curricular based programs	1	2	3	4

Other:

Q. 13 - I am willing to receive additional training necessary to deliver specialized programs designated for students with developmental disabilities in the following areas:

Fine motor	1	2	3	4
Gross motor	1	2	3	4
Communication programs	1	2	3	4
Personal Care	1	2	3	4
Life skill programs	1	2	3	4
Behaviour management programs	1	2	3	4
Curricular based programs	1	2	3	4

Other:

Professional Development

Q. 14 - Professional development opportunities are extremely valuable in providing training to meet the needs of children with developmental disabilities.

Please indicate your most recent opportunity to attend professional development in this area.

1999 - 2000 _____

1997 - 1998 _____

1998 - 1999 _____

1996 - 1997 _____

The following are areas where I suggest professional development be offered to support educational assistants in working with students with developmental disabilities:

Q. 15 - I have been working or have worked with students with developmental disabilities for:

1 - 2 years _____

6 - 10 years _____

3 - 5 years _____

over 10 years _____

I have the following qualifications which assist me in my position:

Q. 16 - Based on your experiences as an educational assistant are there any other comments regarding services and programs for students with developmental disabilities you wish to make?

Definition of Augmentative Communication

Augmentative communication refers to approaches that add to or replace a person's natural speech and/or writing. Some strategies involve symbols, pictures, talking computers, signs or gestures or any other approach that is used to augment or provide alternatives to speech or writing.

Survey - Classroom Teacher

Rating Scale 1- low 4-high

January 25, 2001

PROGRAM PLANNING AND IMPLEMENTATION

Transition procedures for grade 8 students with developmental disabilities

Q. 1 - I am aware of the process and options for transition planning for grade 8 students with developmental disabilities.

1 2 3 4 NA

Q. 2 - I am involved in supporting and explaining program options for students with developmental disabilities at the secondary level.

1 2 3 4 NA

Transition procedures for preschoolers

Q. 3 - I am aware of the process and options for transition planning for JK and SK students with developmental disabilities.

1 2 3 4 NA

Q. 4 - I have been involved in the transition process for JK and SK students with developmental disabilities.

1 2 3 4 NA

Establishing long term goals for students

Q. 5 - Our school team develops multi-year plans and uses these plans for students with developmental disabilities. (eg. M.A.P., P.A.T.H or other)

1 2 3 4 NA

Placement of students

Q. 6 - Is your input solicited in the placement of students with developmental disabilities within your school?

1 2 3 4 NA

Q. 7 - Is your input solicited in the placement of students with developmental disabilities within the system?

1 2 3 4 NA

Rating Scale 1- low 4-high

Behaviour management programs

Q. 8 - I have a good understanding of how behaviour management programs are developed for students with a developmental disability.

1 2 3 4 NA

Q. 9 - I am confident in my ability to implement behaviour management programs for students with a developmental disability.

1 2 3 4 NA

Q. 10 - I am able to monitor and gather data to adjust behaviour programs on an ongoing basis for students with developmental disabilities.

1 2 3 4 NA

Q. 11- I have access to support in developing and implementing behaviour programs.

1 2 3 4 NA

Communication skills

Q. 12 - I am confident in my ability to implement language acquisition programs for students with developmental disabilities in my school.

1 2 3 4 NA

Q. 13 - I have access to professional support in implementing language acquisition programs for children with development disabilities.

1 2 3 4 NA

Augmentative programs

(See Definition of augmentative communication of Page 7 of survey)

Q. 14- I have the necessary knowledge and skills to work with children using augmentative communication programs.

1 2 3 4 NA

Q. 15 - I have access to support in implementing augmentative programs for children with development disabilities.

1 2 3 4 NA

Programming /delivering programs

Q. 16 - I am comfortable with the support and recommendations provided by the school team when making programming decisions for students with developmental disabilities.

1 2 3 4 NA

Rating Scale 1- low 4-high

Q. 17 - The school personnel has the required knowledge to meet the programming needs for students with developmental disabilities.

1 2 3 4 NA

Working with educational assistants

Q. 18 - I have a good understanding of the role of the educational assistant(s) working in my school.

1 2 3 4 NA

Q. 19 - Are you aware of programming in providing personal care for students enrolled in your classroom ?

1 2 3 4 NA

Working with program resource teachers

Q. 20 - I have a good understanding of the role of the program resource teacher working in my school.

1 2 3 4 NA

Q. 21 - The school team works collaboratively in planning and delivering programs to students with a developmental disability.

1 2 3 4 NA

Q. 22 - I have access to professional support in structuring and implementing integration activities for children with development disabilities.

1 2 3 4 NA

Q. 23 - I have the necessary training to supervise and/or deliver specialized programs designated for students with developmental disabilities in the following areas:

Fine motor 1 2 3 4 NA

Gross motor 1 2 3 4 NA

Communication programs 1 2 3 4 NA

Life skill programs 1 2 3 4 NA

Behaviour management programs 1 2 3 4 NA

Curricular based programs 1 2 3 4 NA

Other:

Rating Scale 1- low 4-high

RESOURCES

Resources available in the school - (personnel, books, programs, videos)
 Personnel include: Speech and Language Pathologists (Board), Community Care Access Centre (Physiotherapists, Occupational Therapists, Speech and Language Pathologists) Teacher of the Deaf, Child and Youth Workers, Social Workers, Central Office Staff, Program Resource Teachers, Principal

Q. 24 - The following resources are available in our school to support students with developmental disabilities:

Please indicate those available in your school and the degree to which they meet the needs in your school.

Personnel

Board Speech and Language Pathologist	1	2	3	4	NA
Physiotherapist (CCAC)	1	2	3	4	NA
Occupational Therapist (CCAC)	1	2	3	4	NA
Speech and Language Pathologist (CCAC)	1	2	3	4	NA
Nursing care (CCAC)	1	2	3	4	NA
Teacher of the Deaf	1	2	3	4	NA
Child and Youth Worker	1	2	3	4	NA
Social Worker	1	2	3	4	NA
Central Office Staff	1	2	3	4	NA
Program Resource Teacher	1	2	3	4	NA
Principal	1	2	3	4	NA

Q. 25 - Other resources to support students with developmental disabilities available in our school:

Professional literature and trade books	1	2	3	4	NA
Life skill instructional programs	1	2	3	4	NA
Resource videos	1	2	3	4	NA

Identifying needs/gaps in resources

Q. 26 - The following indicate areas where additional support would be beneficial to assist in meeting the needs of students with developmental disabilities in my school. Please indicate areas where additional support is suggested.

Personnel

Board Speech and Language Pathologist	1	2	3	4	NA
Physiotherapist (CCAC)	1	2	3	4	NA
Occupational Therapist (CCAC)	1	2	3	4	NA
Speech and Language Pathologist (CCAC)	1	2	3	4	NA
Nursing Care (CCAC)	1	2	3	4	NA

Teacher of the Deaf	1	2	3	4	NA
Child and Youth Worker	1	2	3	4	NA
Social Worker	1	2	3	4	NA
Central Office Staff	1	2	3	4	NA
Program Resource Teacher	1	2	3	4	NA
Principal	1	2	3	4	NA

ASSESSMENT AND REPORTING

Assessment

Q. 27 - I am confident in monitoring and evaluating the progress of students with developmental disabilities.

1 2 3 4 NA

Q. 28 - I am confident in reporting to parents at conferences and through IEP's the progress of their child with a developmental disability.

1 2 3 4 NA

STRENGTHS AND NEEDS

Overview - strengths

Q. 29 - Classroom teachers have a multitude of strengths and expertise in working with students with developmental disabilities. Please indicate your strengths using the rating scale.

Life Skill programming	1	2	3	4	NA
Personal care programming	1	2	3	4	NA
Communication Augmentative	1	2	3	4	NA
Communication Language	1	2	3	4	NA
Designing programming	1	2	3	4	NA
Collaborative Planning	1	2	3	4	NA
Behaviour programs	1	2	3	4	NA
Assessment	1	2	3	4	NA
Reporting	1	2	3	4	NA

Overview - needs

Q. 30 - Please identify the areas you feel additional support and training would most benefit you in working with students with developmental disabilities.

Life Skill programming	1	2	3	4	NA
Personal care programming	1	2	3	4	NA
Communication Augmentative	1	2	3	4	NA
Communication Language	1	2	3	4	NA
Designing programming	1	2	3	4	NA
Collaborative planning	1	2	3	4	NA
Behaviour programs	1	2	3	4	NA
Assessment	1	2	3	4	NA
Reporting	1	2	3	4	NA

Professional Development

Q. 31 - Professional development opportunities are extremely valuable in providing training in meeting the needs of children with developmental disabilities. Please indicate your most recent opportunity to attend professional development in this area.

1999 - 2000 _____ 1997 - 1998 _____
1998 - 1999 _____ 1996 - 1997 _____

The following are areas where I suggest professional development be offered to support classroom teachers in working with students with developmental disabilities.

Q. 32 - I have been working or have worked with students with developmental disabilities for:

1 - 2 years _____ 6 - 10 years _____
3 - 5 years _____ over 10 years _____

Q. 33 - I have the following additional qualifications in special education:
Some special education courses:

Ministry of Education and Training Core Part 1 _____

Ministry of Education and Training Core Part 2 _____

Ministry of Education and Training Core Part 3 _____

Ministry Electives: _____

Other courses:

Q. 34 - How can Program resource teachers support classroom teachers?
Rank order from 1-9 (1 being low and 9 being high), the following areas where you would like to have additional support.

Professional Development/Inservice	_____
Consultation	_____
Provision of resources	_____
Lifeskills programs	_____
Behaviour management programs	_____
Communication and language programs	_____
Effectively working with EA's	_____
Development of integration activities	_____
Other:	_____

Q. 35 - Based on your experiences as a classroom teacher are there any other comments regarding services and programs for students with developmental disabilities you wish to make?

Definition of Augmentative Communication

Augmentative communication refers to approaches that add to or replace a person's natural speech and/or writing. Some strategies involve symbols, pictures, talking computers, signs or gestures or any other approach that is used to augment or provide alternatives to speech or writing.