



Project Inclusion | Projet sur l'inclusion

Educator modules on disability,
accessibility, and inclusion

Module 5 Record

Holland Bloorview Kids Rehabilitation Hospital
150 Kilgour Road, Toronto ON Canada M4G 1R8
T 416 425 6220 T 800 363 2440 F 416 425 6591
hollandbloorview.ca

A teaching hospital fully affiliated with the University of Toronto.

Holland Bloorview
Kids Rehabilitation Hospital

Module 5 Record: Preparing for life after high school

Learning outcomes


1. Understand the wide range of possible futures students with disabilities can look forward to.
2. Explain the importance of:
 - Having high expectations.
 - Access to a range of experiential learning opportunities from Kindergarten to Grade 12.
3. Apply practical strategies in your classroom and experiential learning opportunities.
4. Understand how and where to seek additional support.

Examples of range of experiential learning opportunities gained in school (K–12) and community


- Classroom responsibilities/chores
- Leadership activities
- Extra-curricular activities
- Community volunteering
- Co-operative education
- Daily practice of learning skills and work habits
- Field trips and outdoor education
- Service learning (school connected)
- Job shadowing and work-site visits

Key message 1: Make positive post-school options possible: Have high expectations. Enable experiential learning opportunities.


Lived experience: Max

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| Lived experience: Max | Comments: |
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Lived experience: ODEN

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Lived experience: Tiffany

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Summary section 1

1. People with disabilities work in a wide range of careers.
2. Employment promotes inclusion, health, and well-being.
3. A “good life” has many different parts, and there are many ways to participate in community life.
4. Adults’ high expectations impact students’ opportunities and outcomes.

Reflection/Discussion

What assumptions or stereotypes shape societal beliefs about people with disabilities and their full participation as workers and citizens?

In your experience, what influences beliefs, assumptions, and expectations about post-school possibilities for students with disabilities?

How can educators support students and families to have high expectations for the future?

Write your comments below:

Key message 2: Use an intentional, differentiated approach to break down barriers to K–12 experiential learning opportunities.

Lived experience: Ingrid

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| <p>Lived experience: Ingrid</p> | <p>Comments:</p> <hr/> <hr/> <hr/> <hr/> <hr/> |
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Example of an extra-curricular learning activity

| Barriers | Result |
|--|--|
| <ul style="list-style-type: none"> No staff available to support participation Concern about safety and risk | <p>Missed opportunity for:</p> <ul style="list-style-type: none"> shared experience with peers sense of pride and accomplishment, friends exclusion |
| Strategies and solutions | Result |
| <ul style="list-style-type: none"> School and family discussion to identify solutions Arranged for peer to provide support | <p>Participation with “natural support” promotes inclusion</p> |

Experiences build skills

Experiences in the classroom, school, and community also help all students to build essential learning skills and work habits.

Responsibility

Example: Fulfills responsibilities and commitments within the learning environment.

Organization

Example: Devises and follows a plan for completing work and tasks.

Independent work

Example: Follows instructions with minimal supervision.

Collaboration

Example: Works with others to resolve conflicts and build consensus to achieve group goals.

Initiative

Example: Demonstrates the capacity for innovation and a willingness to take risks.

Self-regulation

Example: Identifies learning opportunities, choices, and strategies to meet personal learning needs and goals.

Adapted from [Growing success: Assessment, evaluation, and reporting in Ontario schools. First edition, covering grades 1 to 12. 2010, p. 11.](#)

Lived experience: Yemina and Shaina

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| Lived experience: Yemina and Shaina | Comments: |
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Lived experience: Ivona

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| <p>Lived experience: Ivona</p> | <p>Comments:</p> <hr/> <hr/> <hr/> <hr/> <hr/> |
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Examples of expectations and support

| | |
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| Barriers | Result |
| <ul style="list-style-type: none"> • Too little or too much support • Low expectations | Fewer opportunities to work through challenges, be with peers, build skills for learning and life |
| Strategies and solutions | Result |
| <ul style="list-style-type: none"> • High expectations and “just the right amount of support” • School and student/family discussion | Range of challenges, struggles, successes, and growth |

Lived experience: Ahsan

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| <p>Lived experience: Ahsan</p> | <p>Comments:</p> <hr/> <hr/> <hr/> <hr/> <hr/> |
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Co-operative education strategies

Common barriers in co-operative education

- physical accessibility of typical student roles

- misconceptions about cost of accommodations, safety
- need for personal care, learning, or behavioural support on the job (who/how can provide support)
- transportation (how student will get to co-op)

Result

Missed or reduced opportunity to get work experience during high school may disrupt/delay next steps→”career scarring”


Strategies and solutions

- Discussions with the student (and family if needed).
- Ask for assistance from school resource staff, board resources, and/or community organizations if needed.
- Talk about preparations, accessibility, and potential accommodations.
- Think creatively about ideas that match interests and strengths and potential co-op employers.


Result

- work experience during high school
- enhanced confidence
- career direction
- skills

Lived experience: Abdul

| Lived experience: Abdul | Comments: |
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Lived experience: Denise

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| <p>Lived experience: Denise</p>  | <p>Comments:</p> <hr/> <hr/> <hr/> <hr/> <hr/> |
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Barriers require action

| Examples of barriers explored in the videos | Examples of other barriers |
|--|--|
| <ul style="list-style-type: none"> Challenges with availability of human resources to support participation | <ul style="list-style-type: none"> Adult assistance at lunch limits interaction with other students |
| <ul style="list-style-type: none"> Not making time to reflect and plan together (e.g., address accessibility considerations, support learning/life skills growth, plan ahead for post-secondary options and transition) | <ul style="list-style-type: none"> Missing after-school activities because of bus transportation home from school Time away from regular daily schedule due to therapies or personal care routines |
| <ul style="list-style-type: none"> Overprotecting, over-accommodating, or over-modifying, providing more help than is needed | <ul style="list-style-type: none"> Inconsistently implemented accommodations |
| <ul style="list-style-type: none"> Policy and programming decisions | <ul style="list-style-type: none"> Activities and environments not accessible |

Summary section 2

1. People with disabilities work in a wide range of careers.
2. Employment promotes inclusion, health, and well-being.

3. A “good life” has many different parts, and there are many ways to participate in community life.
4. Adults’ high expectations impact students’ opportunities and outcomes.
5. Experience opportunities are essential for all students, in all grades.
6. Use intentional, differentiated action to break down barriers and enable experiential learning opportunities.

Reflection/Discussion 2

What examples in this section:

- surprised you?
- resonated with you?

What are examples of individual and systemic barriers students with disabilities in your school/context face in experiential learning opportunities?

What steps/strategies/solutions have educators in your school taken to support students with disabilities?

What have you found helpful?

Write your comments below:

Key message 3: Educate, collaborate, and regularly refresh goals, plans, and accommodations.

Practical strategies

1. Educate yourself and others

Be active

- Continue learning about and promoting disability rights, equity, accessibility, inclusion, and participation.
- Combat assumptions, biases, and stigma about disability.
- Speak to school and school board leaders when you identify individual or systemic barriers.
- Speak up to support others who are working to address barriers.
- Explore options, resources, and potential partners.

Talk about the importance of high expectations and participation at all ages and stages with:

- colleagues
- students
- families
- community organizations (when involved in supporting the student)

2. Review goals, plans, and accommodations regularly

(For educators who support students with disabilities in leadership or resource roles). Evidence shows that student outcomes are best achieved when planning:

- is intentional
- builds from student's interests, strengths, and goals
- has a strong experiential learning component
- engages family
- connects with community organizations involved in the student's support
- includes short- and longer-term perspectives
- sets clear goals with specific action steps
- incorporates flexible and ongoing reflection
- is updated regularly as the student develops

3. Ask “How?” and partner

- Use universal design for learning and differentiated instruction approaches to intentionally design accessible, equitable, and inclusive experiential learning opportunities.
- Focus on “how” not “whether” to enable participation.
- Partner with students, families, and others.

Summary section 3

1. People with disabilities work in a wide range of careers.
2. Employment promotes inclusion, health, and well-being.
3. A “good life” has many different parts, and there are many ways to participate in community life.
4. Adults’ high expectations impact students’ opportunities and outcomes.
5. Experience opportunities are essential for all students, in all grades.
6. Many and varied barriers require intentional, differentiated action.
7. Educate yourself and others.
8. Review and update goals, plans, and accommodations regularly.
9. Ask “how?” and partner.

Reflection/Discussion

Think of an experience you have had that brought one or more of the concepts illustrated in this module to life.

What is a simple action you can take that will make a big difference after high school for students with disabilities?

Write your comments below:

Planning Worksheet Sample: Participation in Experiential Learning

This worksheet is designed to be completed in discussion with:

- Student
- Family
- School resource / leadership staff
- Other community support organizations if applicable

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|--|---|
| <p>Activity & environment: (describe)</p> | <p>X-country run Outdoors - in park behind school grounds Options for 1K, 3K, 5K - student choice Walk or run - student choice Signs and staff monitors at various checkpoints Uneven ground</p> |
| <p>Challenges to student's participation: (list)</p> | <p>Concern for safety in between checkpoints when outside school grounds</p> <ol style="list-style-type: none"> 1. Finding way if not running at same pace as other students 2. Also if encountering stranger <p>No staff available to accompany student</p> |
| <p>Options - how to enable participation: (brainstorm possibilities & list)</p> | <ul style="list-style-type: none"> ● Modify participation - give alternate role (e.g., give out water along route) ● Modify route so within school fence for all students ● Family member accompanies student ● Older student from neighbouring school accompanies student ● Peer accompanies student ● Develop buddy system for all students |
| <p>Best option is...because...</p> | <p>Peer - because peer is a natural support and best promotes inclusion</p> |
| <p>Action steps to implement: (list)</p> | <ol style="list-style-type: none"> 1. Teacher to talk to potential peer 2. If peer is willing, teacher and parent to talk to student and peer about choices and buddy system |

Planning Worksheet: Participation in Experiential Learning

This worksheet is designed to be completed in discussion with:

- Student
- Family
- School resource / leadership staff
- Other community support organizations if applicable

| | |
|--|--|
| <p>Activity & environment in which activity will happen: (describe)</p> | |
| <p>Challenges to student's participation: (list)</p> | |
| <p>Options - how to enable participation: (brainstorm possibilities & list)</p> | |
| <p>Best option is...because...</p> | |
| <p>Action steps to implement: (list)</p> | |

Thank you for engaging in this learning. We would like to know about your experience with the module. Please take 5 minutes to do a short survey.

[surveymonkey.com](https://www.surveymonkey.com)

Credits

Lived experience contributors

Max Lemoine
Marc and Melody Lemoine
Ingrid Muschta
Tiffany Dawe
Yemina Goldberg
Shaina Green
Ivona Novak
Ahsan Musavi
Abdul Shehzab
Denise De Paola

Reviewers

Alison Morse, Senior Manager, Advocacy and Family Engagement, Easter Seals Ontario
Dr. Deanna Swift, Psychologist, Implementation Coach and Special Education Lead, School Mental Health Ontario
Jillian Ferguson, Physiotherapist, ErinoakKids Center for Treatment and Development
Dr. Kathy Sutherland
Mary Ann Schouten, Speech Language Pathologist, Upper Grand District School Board
Payal Khazanchi, Director of Inclusion Initiatives, Community Living Ontario
Samuel Andrade, Youth Mentor, Holland Bloorview kids Rehabilitation Hospital
Semantha da Silva, Principal, Dufferin-Peel Catholic District School Board
Stacey Copland, Ontario College of Teachers
Sue Ball, Member, Council for Exceptional Children
Tilia Cruz, Support Services Advisor, Catholic Principals' Council of Ontario

Module 5 Links and Resources

Links

Links are listed in the order in which they appear in the key messages. Where appropriate, we have included links to other resources mentioned in the module.

| | |
|--------------|---|
| Intro | <u>Creating pathways to success: An education and career/life plan program for Ontario schools</u> |
| KM 1 | <u>Partners for Planning Network</u> <u>Dear Everybody</u> <u>Policy on accessible education for students with disabilities</u> |
| KM 2 | <u>Growing success: Assessment, evaluation, and reporting in Ontario schools, first edition, covering grades 1 to 12, 2010</u> <u>Policy on accessible education for students with disabilities</u> <u>Equity and inclusive education in Ontario schools: Guidelines for policy development and implementation</u> <u>Leadership connection: Building natural supports</u> |
| KM 3 | <u>Learning for all: A guide to effective assessment and instruction for all students, kindergarten to grade 12</u> <u>Connectability Resource directories</u> <u>Discoverability: Connect to an inclusive employer in Ontario who wants to hire you</u> <u>Family support network for employment</u> <u>Ontario disability employment network</u> <u>Transition resource guide for students with disabilities</u> <u>Transition resources for high school, post-secondary and beyond</u> |

Resources

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