



Developing a culture of accessibility and success in a selective establishment

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GOAL AND PLAN

Goal

Presentation of two institutional services known for focused interventions aimed at delivering quality higher education to special needs students

Plan

- Brief presentation of the services
- Two specific features of these services:
 - Offer follow-up activities for individuals and groups
 - Work collaboratively to coordinate efforts on various projects

BRIEF PRESENTATION OF THE TWO SERVICES

Mission

to **assist teachers** in enhancing their teaching practice, from course planning and class management to learning and program evaluation as well as supervision of students within courses and curricula

Services

Individual counselling

Workshops

BRIEF PRESENTATION OF THE TWO SERVICES (cont'd)

Mission

to **assist students** through all stages of their academic and professional paths: choice of study program, academic success and entry into the labour market

Services

Individual counselling

Workshops

TLCHE FOLLOW-UP ACTIVITIES FOR INDIVIDUALS AND GROUPS

- deal with educational topics such as cultural diversity and students' characteristics
- are based on teachers' personal interests or the needs for curriculum development
- for the inclusion of special needs students, group or individual activities focus on such issues as study motivation, management of difficult behaviours and student supervision

ASDPS FOLLOW-UP ACTIVITIES FOR INDIVIDUALS AND GROUPS

- With special needs students: consultation on an individual basis, or in workshops, on topics such as test anxiety, procrastination, time management, writer's block, motivation problems and loss of concentration.
- Evaluation and individual consultation on more efficient learning strategies
- Establishment of an intervention or accommodation plan to support these students in their studies
- Workshops such as "Do you think you have an attention deficit?" and "Group coaching for students with ADHD"

CONCLUSION

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COOPERATION BETWEEN TLCHE AND ASCPS

1. Organization of **events** that combine the needs of students with the teaching approaches of instructors (e.g. symposium at LDAQ convention).
2. Carrying out of a (three-year) **project** aimed at jointly supporting the entry of special needs students into university, in collaboration with another Montreal university (UQAM) and two CÉGEPs in Montreal et Laval (funded by a provincial grant).
3. Creation of a **web-based pedagogical portal** for teachers, bringing together teaching and learning services and resources available through the university.
4. In partnership with academic and administrative units, organization of **sessions and events** on issues related to special needs students, such as information on legal, institutional and pedagogical matters.

PROJECT 1

Symposium on Learning Disabilities in Higher Education Convention of the Learning Disabilities Association of Québec (LDAQ)

- One-day symposium for anyone acting in a support role for students with learning disabilities at CÉGEPs or universities
- Issues concerning adults with LD or ADHD at the post-secondary level
- Reception and integration services offered by colleges
- Post-Secondary Education Forum

PROJECT 2

Transition initiative

Integrating so-called emerging clientele into
higher education: **mission possible!**

A project presented jointly by:

Cégep du Vieux Montréal

Collège Montmorency

Université de Montréal

Université du Québec à Montréal

PROJECT 2

Transition initiative (cont'd)

Objectives and activities

- Ease the transition between institutions (from college to university) for so-called emerging clientele.
- Identify, harmonize and consolidate best practices in support of these students' academic pursuits.
- Develop teaching assistance materials for instructors who have these students in their classes.

PROJECT 3

Web-based pedagogical portal for teachers

- [How to plan my course](#)
- How to teach a group
- How to manage a class group
- How to supervise my students
- How to support my students' learning
- How to evaluate my students' learning
- How to improve my teaching
- How to prepare my class file
- What resources are available to help my students?
- How can one understand the context of teaching at UdeM?
- How can I get involved in program development, revision and evaluation?

PROJECT 3

Web-based pedagogical portal for teachers

➤ **How to plan my course**

Develop a course plan

Guide for drawing up a course plan

Training workshop "Rethinking your course plan"

Writing bibliographical references

Finding documentary resources

➤ **How to teach a group**

➤ **How to manage a class group**

➤ **How to supervise my students**

➤ **How to support my students' learning**

➤ **How to evaluate my students' learning**

➤ **How to improve my teaching**

➤ **How to prepare my class file**

➤ **What resources are available to help my students?**

➤ **How can one understand the context of teaching at UdeM?**

➤ **How can I get involved in program development, revision and evaluation?**

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Web-based pedagogical portal for teachers

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PROJECT 4

Training sessions in partnership with academic and administrative units

Session on the notion of **reasonable accommodation**

Sensitize participants to:

- the context of reasonable accommodations within the university
- the attitudes and approaches that should be developed by institutions concerning support measures
- the legal aspects of this topic along with teaching regulations and institutional policies
- institutional resources available to them on this issue
- the decision-making process to be followed

DEFINITIONS

LD: Learning disabilities

ADD: Attention deficit disorder

ADHD: Attention deficit hyperactivity disorder

ASD: Autism spectrum disorders

(Asperger syndrome or Asperger's disorder)

MHP: Mental health problem

OFFICE FOR STUDENTS WITH DISABILITIES (OSD)

- can provide students who have disabilities with oral or sign interpreters, attendants, readers, tutors or note-takers, as well as material **resources** tailored to each disability.
- can provide students with disabilities (officially diagnosed LD, ADD/ADHD, ASD) with **special accommodations** such as additional time for exams, oral exams, exams offered in isolated rooms, etc.
- can act as an **interface** between students and teachers so as to negotiate possible accommodations.