

**Ministry of Children
and Youth Services**

Deputy Minister
14th Floor
56 Wellesley St. W
Toronto ON M5S 2S3
Tel: (416) 212-7432
Fax: (416) 325-5332

**Ministère des Services
à l'enfance et à la jeunesse**

Sous-ministre
14^e étage
56, rue Wellesley Ouest
Toronto ON M5S 2S3
Tél. : (416) 212-7432
Télec. : (416) 325-5332



Ministry of Education

Deputy Minister
Mowat Block
Queen's Park
Toronto ON M7A 1L2
Telephone (416) 325-2600
Facsimile (416) 327-9063

Ministère de l'Éducation

Sous-ministre
Édifice Mowat
Queen's Park
Toronto ON M7A 1L2
Téléphone (416) 325-2600
Télécopieur (416) 327-9063

March 29, 2010

To: Directors of Education
Directors of Autism Intervention Program
Directors of Community Agencies

From: Kevin Costante, Deputy Minister, Ministry of Education
Judith Wright, Deputy Minister, Ministry of Children and Youth Services

**Re: Supporting Children and Youth with Autism Spectrum Disorders (ASD):
Provincial Implementation of the *Connections for Students* Model**

The Ministry of Children and Youth Services (MCYS) and the Ministry of Education (EDU) have been working closely to improve supports for students with ASD through the implementation of Collaborative Service Delivery Models (CSDM) for Students with ASD Phase 1 and Phase 2.

As outlined in the joint EDU/MCYS Deputy Ministers' memo dated February 17, 2009, we are moving ahead with provincial implementation of the *Connections for Students* model across all 72 publicly funded school boards/authorities this March.

Through CSDM Phase 1, the ministries supported seven regional collaborative service delivery models involving eight school boards and community-based service providers in 2007-08 and 2008-09. The focus of CSDM Phase 1 was to identify and build upon successful service delivery models for students with ASD.

Through CSDM Phase 2, the ministries supported 16 school boards (see Appendix A for a list) and the province's nine regional autism service providers in the implementation of the *Connections for Students* model in March 2009. This model is designed to serve children/youth with ASD who leave intensive behavioural intervention (IBI) services provided by the Autism Intervention Program (AIP) and start or continue with applied behaviour analysis (ABA) instructional methods in a publicly funded school.

Connections for Students is centered on multidisciplinary, student-specific and school-based transition teams that are established approximately six months before a child prepares to transition from IBI services delivered through the AIP to ABA instructional methods in the publicly funded school system. The transition team continues to support the student for at least six months after leaving the AIP and starting or continuing school.

Preliminary reports from CSDM Phase 2 AIP/school board partnerships have identified a wide range of benefits of the *Connections for Students* model including:

- better alignment of Individual Education Plans (IEPs), transition plans and progress reports supports students in acquiring, generalizing and maintaining their learning;
- clear and understandable transition planning reduces parent and student anxiety;
- clearer guidelines and expectations for family involvement in the process of transitioning for their children;
- increased collaboration among regional autism service providers, school board staff and parents/guardians throughout the transition process provides a greater opportunity to establish joint goals with more opportunity for joint planning for students; and
- clear delineation of the team members' responsibilities helps team members to understand their roles and responsibilities so that each member utilizes their professional knowledge in an intra-disciplinary approach to support the child's transition to a school setting in a seamless manner.

A Provincial Advisory Team (PAT) was established to provide advice to the ministries with respect to the implementation of the *Connections for Students* model. PAT is monitoring the implementation of the model in the 16 school boards participating in CSDM Phase 2 and the initiative is being evaluated to collect information about best practices to support successful outcomes for students with ASD, their families, and the system.

Requirements for the Provincial Implementation of *Connections for Students*

By March 2010, *Connections for Students* transition teams must be made available in all 72 publicly funded school boards for children who are ready to leave IBI services delivered through either the Direct Service Option (DSO) or the Direct Funding Option (DFO) provided by the AIP and who are starting or continuing in the publicly funded school system.

Approach:

The goal of *Connections for Students* is to provide more coordinated and seamless transitions for school-aged children and youth. Once a clinical decision has been made that a child is ready to leave the AIP, the regional autism service provider initiates the transition process by contacting the school board personnel with ABA expertise. Consent from the child or youth and/or the parent(s) guardians to participate in *Connections for Students* is also required.

Multidisciplinary, student-specific and school based *Connections for Students* transition teams are established approximately six months before a child leaves IBI services provided by the AIP and provide support for the student for at least six months after a child leaves the AIP and starts or continues in a publicly funded school. After six months of attending school, the principal/designate, parent(s)/guardian(s) and teacher(s) will continue to work together to monitor the student's progress at key transition points.

The transition team includes parent(s)/guardian(s), School Support Program ASD Consultants, teacher(s), school principal or principal's designate and other relevant community or school board personnel who have previously worked and/or are currently working with a student with ASD.

See Appendix B for transition team composition, a description of the transition team members' roles and responsibilities, the transition team model and process to establish teams.

Expected Outcomes:

Student Outcomes (including but not limited to):

- improved opportunities and learning outcomes for students with ASD (academic, social, emotional and adaptive skills);
- improved transition experiences for students, parent(s)/guardian(s), school staff and service providers; and
- increased student participation in school activities.

Parent outcomes (including but not limited to):

- parent engagement in the transition process;
- parent satisfaction with the transition experience; and
- parent confidence in public education.

System Outcomes (including but not limited to):

- enhanced school board and school capacity to meet the needs of students with ASD and their families;
- enhanced collaboration among school staff, parent(s)/guardian(s) and community providers to plan and support students' transitions from IBI to ABA in school settings; and
- broad dissemination of findings on effective multidisciplinary practices within boards and across the province.

Personnel with ABA Expertise in Publicly Funded School Boards:

New funding to hire additional board level ABA expertise was first allocated to school boards by the Ministry of Education as targeted funding outside of the Grants for Student Needs (GSN) in 2008-09 and 2009-10. Allocations have been calculated using a base plus enrolment model. Boards with a larger student enrolment may have more than one individual with ABA expertise. Those boards with lower student enrolments may have entered into relationships with other boards to maximize the effectiveness of

the initiative by jointly sharing or contracting personnel with ABA expertise. It is the Ministry of Education's intention to seek approval to amend the Grants for Students Needs (GSN) in order to provide boards with an annual allocation that will be used to hire ABA expertise, beginning in the 2010-11 school year.

School board personnel with ABA expertise will provide and coordinate training on ABA instructional methods and resources at the school board and school level to increase capacity within the publicly funded school system to use ABA methods and will support the implementation of Policy/Program Memorandum No.140: *Incorporating methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorders (ASD)* in all school boards.

School board personnel with ABA expertise will work to strengthen and facilitate collaborative working relationships among schools, regional autism service providers, parents, and other community members and agencies, and may be members of the *Connections for Students* multidisciplinary transition teams, as required. They will support the *Connections for Students* multidisciplinary transition teams by being the board contact for regional autism service providers.

School Support Program-Autism Spectrum Disorders (SSP-ASD):

ASD Consultants will provide expert support to *Connections for Students* transition teams established for children and youth completing IBI services (Direct Service Option and Direct Funding Option) and starting or continuing in the publicly funded school system. They will be the key resource and point of contact for school staff about the child's strengths and needs, and for issues related to the child's transition into the school setting following completion of IBI services. They will also provide expert support to transition teams for children and youth leaving the AIP and attending a publicly funded school. ASD Consultants may provide in-class observation and coaching for teachers and education assistants on effective learning strategies and techniques for students with ASD.

Monitoring and Reporting:

All school boards will be expected to report on implementation of the *Connections for Students* model when requested by the Ministry of Education. AIP providers will be expected to report on implementation through the regular reporting processes established by the Ministry of Children and Youth Services and when requested by the Ministry.

Resources to Support the Implementation of *Connections for Students*

School boards implementing the *Connections for Students* model for the first time are encouraged to consult with the regional autism service providers located in each of the nine MCYS regions and the 16 English and French school boards located in each of the six school board regions which participated in CSDM Phase 2.

CSDM Phase 2 partnerships produced a range of resources to support the implementation of the *Connections for Students* model including toolkits, information and training sessions, communication packages and online resources. Sample resources will be posted on the publicly accessible *Council of Ontario Directors of Education (CODE) website* (www.ontariodirectors.ca). For more information about specific materials, please contact the school board or regional autism service provider directly.

All templates and survey materials developed by the evaluators to monitor implementation for CSDM Phase 2 will also be posted for information purposes. School boards and regional autism service providers may wish to refer to these materials throughout their implementation process.

A list of other relevant resources is attached as Appendix C.

Moving Forward

Successful collaborative relationships are based on a sense of shared purpose, high levels of commitment, and a common understanding of roles and responsibilities. The implementation of the *Connections for Students* model fosters the development of such collaborative relationships among school boards and with regional autism service providers and school boards based on the mutual appreciation of the need to work together to achieve improved outcomes for children and youth with ASD.

In addition, the effective working relationships, shared approaches, and best practices demonstrated by regional autism service providers and school boards participating in CSDM Phase 1 and Phase 2 have broad applicability to all students with ASD and to students with special education needs in general.

Our ministries are also continuing to take steps to improve and expand the continuum of services and supports available to children and youth with ASD in Ontario.

We would like to thank you for your continued support as we move forward with the province-wide implementation of the *Connections for Students* model in all 72 publicly funded school boards in collaboration with the nine regional autism service providers.

Please contact your local MEDU or MCYS regional office if you have any questions.



Kevin Costante
Deputy Minister



Judith Wright
Deputy Minister

c: Chairs, Special Education Advisory Committees

Appendix A

Collaborative Service Delivery Models Phase 2: School Board and Regional Autism Service Provider Partnerships

EDU Regional Office	Publicly Funded School Board	MCYS-Funded Regional Autism Service Provider	MCYS Regional Office
Toronto	- Toronto - Toronto Catholic	Surrey Place Centre	Toronto
London	- Hamilton-Wentworth - Hamilton-Wentworth Catholic	Hamilton Health Sciences Corporation (Chedoke)	Hamilton/ Niagara
Toronto	- Upper Grand	ErinoakKids	Central West
London	- Thames Valley	Thames Valley Children's Centre	South West
Ottawa	- Limestone	Pathways for Children and Youth	South East
Barrie	- York Region - Simcoe	Kinark Child and Family Services	Central East
Ottawa	- Upper Canada - catholique de l'est Ontarien	Children's Hospital of Eastern Ontario (CHEO)	East Regional
North Bay/Sudbury	- Near North	Hands (formerly Algonquin Child and Family Services)	North East
North Bay/Sudbury	- Rainbow* - du Grand Nord de l'Ontario	Child Care Resources	Northern
Thunder Bay	-Thunder Bay Catholic* - Lakehead		

* also included in CSDM Phase 1

Appendix B

CONNECTIONS FOR STUDENTS: SUPPORTING SEAMLESS TRANSITIONS FROM THE AUTISM INTERVENTION PROGRAM TO THE PUBLICLY FUNDED SCHOOL SYSTEM

MEDU and MCYS have developed a collaborative approach to improving transitions for students with autism spectrum disorders (ASD). The goal of *Connections for Students* is to provide more coordinated and seamless transitions for students who are ready to leave the intensive behavioural intervention services delivered through the Autism Intervention Program (AIP) and start or continue in a publicly funded school. *Connections for Students* transition teams will be available to children who are receiving IBI through either the Direct Service Option or the Direct Funding Option provided by the AIP. Once a clinical decision has been made that a child is ready to leave the AIP, and after receiving consent for the child to participate in *Connections for Students* from the parent(s)/guardian(s) of the child/youth leaving IBI services, the regional autism service provider initiates the transition process by contacting the school board personnel with ABA expertise.

Multidisciplinary Transition Teams

Transition Team Role:

Transition teams are a collaborative mechanism to facilitate students' transitions from the AIP to the publicly funded school system. The teams have as their mandate achieving seamless transitions to a publicly funded school and supporting students according to their needs. To facilitate this goal, there will be a transfer of information about the students' strengths and needs from the AIP in accordance with privacy legislation; any required and relevant child-specific information being transferred will be subject to all appropriate consents. Consent for the sharing of personal health information must include the following:

- consent of the child or youth if deemed capable or the consent of the parent or legal guardian if the child or youth is not deemed capable;
- the consent must be knowledgeable; and
- it must relate to the information that is to be disclosed.

The transferring of information about the child's strengths and needs will enable both the teams and transition plans to be tailored to the specific support needs of students. The process to establish a *Connections for Students* transition team will commence upon receiving consent from the child's parent(s)/guardian(s). Transition teams will work for approximately six months prior to completion of IBI services and for a minimum of six months after the completion of IBI services when the child either enters or continues in a publicly funded school. Student-specific transition teams will be multidisciplinary; they will include members who have an understanding of the individual

student, as well as those with complementary skills and expertise related to ASD and/or supporting students with ASD in a school environment.

Transition Team Membership:

Transition teams will be led by the principal (or principal’s designate). Members will include parent(s)/guardian(s), teacher(s), School Support Program-Autism Spectrum Disorder (SSP-ASD) ASD consultants, and school board staff with applied behaviour analysis (ABA) expertise, as required. These teams may be supplemented according to children’s needs with other multidisciplinary expertise, such as: education assistants, special education resource teachers, and other professionals providing service to the child (e.g., professionals involved in the delivery of IBI services, mental health service providers, speech-language pathologists (SLP), occupational therapists (OT) and physiotherapists (PT)).

Transition Team Responsibilities:

- Develop a customized plan to support the child’s transition from intensive behavioural intervention (IBI) services delivered through the AIP to appropriate special education programs and services including instructional strategies involving ABA in school.
- Address any specific needs for school readiness and student readiness for entry to school.
- Provide assistance to teachers, education assistants and other professionals working with students transitioning to school as required to support the child’s transition into the classroom setting
- Once the child enters or continues in a publicly funded school after completion of IBI services delivered through the AIP, the team will meet regularly and will provide support for a minimum of six months to facilitate the child’s transition and address any issues arising.
- The principal/designate, parent(s)/guardian(s) and teacher(s) will continue to work together to monitor the student’s progress at key transition points in order to provide appropriate supports.
- The principal must ensure that relevant school board personnel and community personnel who have previously worked with and/or are currently working with a student with ASD are invited to provide input.
- Level of support provided will be modified as students’ individual needs change.

The chart below outlines participants’ roles and responsibilities in relation to the transition teams:

PARTICIPANTS	ROLE ON TRANSITION TEAM	RESPONSIBILITIES
School principal or designate	Transition team lead	<ul style="list-style-type: none"> • Establish and lead the multidisciplinary transition team.

PARTICIPANTS	ROLE ON TRANSITION TEAM	RESPONSIBILITIES
		<ul style="list-style-type: none"> • Work with parent/guardian to identify any relevant professionals/community agencies involved with the child who should be invited to participate and provide input to the transition team. • Initiate transition team meetings after initial contact by school board personnel with ABA expertise. • Be responsible for the development and implementation of the transition plan and IEP. • Manage any issues arising with team members. • Be the primary contact for the family once the child completes IBI services and is attending school. • Continue to work with the parent/guardian and teacher to monitor the student's progress at key transition points in order to provide appropriate supports. • Ensure that relevant school board personnel and community personnel who have previously worked with and/or are currently working with a student with ASD are invited to provide input.
Classroom teacher	Transition team member	<ul style="list-style-type: none"> • Provide input to the development of the student's transition plan and IEP. • Implement components of the transition plan related to classroom instruction. • Provide feedback to the transition team on the student's progress and any issues arising during the transition process. • Continue to work with the parent(s)/guardian(s) and principal/designate to monitor the student's progress at key transition points in order to provide appropriate supports.

PARTICIPANTS	ROLE ON TRANSITION TEAM	RESPONSIBILITIES
Parent(s)/ guardian(s)	<p>Transition team member</p> <p>Represent their child's needs and provide information to facilitate planning and provision of transition supports.</p>	<ul style="list-style-type: none"> • Work with the principal/designate to identify any relevant professionals/community agencies involved with their child who should be invited to participate and provide input to the transition team. • Participate as a member of the transition team and provide input to the development of their child's transition plan and IEP. • Provide feedback to the transition team on their child's progress and any issues arising during the transition. • Continue to work with the principal/designate and teacher to monitor the student's progress at key transition points in order to provide appropriate supports.
School Support Program-Autism Spectrum Disorder ASD Consultant	<p>Transition team member</p> <p>Support transitions of children who are leaving the AIP and are attending a publicly funded school.</p> <p>Support incorporation of ABA practices into teaching strategies for students with a Connections for Students transition team.</p>	<ul style="list-style-type: none"> • Provide expert support to transition teams for children leaving the AIP and attending a publicly funded school. • Be the key resource and point of contact for school staff about the child's strengths and needs, and for issues related to the child's transition into the school setting following completion of IBI services. Any transfer of information will be done in accordance with privacy legislation; any required and relevant child-specific information being transferred will be subject to all appropriate consents. Consent for the sharing of personal health information must include the following: <ul style="list-style-type: none"> - the consent of the child or youth if deemed capable or the consent of the parent or legal guardian if the child or youth is not deemed capable; - the consent must be knowledgeable; and - it must relate to the information that is to be disclosed. • Provide in-class observation and coaching for teachers and education assistants on effective learning strategies and techniques for students with ASD with Connections for

PARTICIPANTS	ROLE ON TRANSITION TEAM	RESPONSIBILITIES
		<p>Students transition team.</p> <ul style="list-style-type: none"> • Enhance educators’ knowledge with respect to the characteristics of students with ASD. • Enhance educators’ knowledge and skills in the principles of ABA, and other evidence-based teaching strategies as appropriate, which can be used in schools and classrooms. • Enhance educators’ knowledge and expertise in teaching strategies to improve communication, social skills and life skills of students with ASD. • Assist educators in reviewing environmental supports/structures that can lead to greater success for students with ASD. • Enhance educators’ knowledge of and familiarity with non-educational services and supports available in the community for students with ASD.
<p>School board personnel with ABA expertise</p>	<p>First contact for AIP and family when child ready to begin transition process.</p> <p>Support principals.</p> <p>Support the transition team as required, depending on the particular needs of the child.</p>	<ul style="list-style-type: none"> • Participate with AIP staff in the initial planning meeting to initiate discussions with the family regarding the child’s transition from the AIP to school. • In consultation with parent(s)/guardian(s), AIP staff and appropriate school board staff, identify school/placement options based on the child’s profile. • Contact the principal/designate and SSP-ASD Consultant at the school and provide information (in accordance with privacy legislation) about the child and planned date of admission. <p><i>(Note: Upon enrolment student may be formally identified and placement may be determined by a school board Identification Placement and Review Committee.)</i></p> <ul style="list-style-type: none"> • Provide input and support to the transition team, as required. • Provide and/or coordinate ASD training and resources at the school and school board levels. • Facilitate enhanced collaboration between

PARTICIPANTS	ROLE ON TRANSITION TEAM	RESPONSIBILITIES
		<p>community-based service providers and schools.</p> <ul style="list-style-type: none"> • Provide the family with the school board's parent/guardian guide to special education during first contact. • Provide support to principals/designates and teachers as required, including coaching on ABA-based teaching strategies.
<p>Other team members may include:</p> <ul style="list-style-type: none"> • School staff (<i>i.e. education assistant(EA), Special Education Resource Teachers (SERT)</i>) • Other professionals involved with the student (<i>e.g., those involved in the delivery of IBI services mental health service providers, SLP, OT, PT</i>) 	<p>Provide additional support as required depending on the particular needs of the student.</p>	<ul style="list-style-type: none"> • Provide input to the development of the student's transition plan and IEP. • Provide support for student transitions as needed.

Complementary Role of Autism Intervention Program Staff:

In order to improve transitions to school for children with ASD, increased collaboration between regional autism service providers and schools is important. Clinical staff within the AIP including the senior therapist and the instructor therapist may play key roles in facilitating children's transitions to school.

In order to support the implementation of the *Connections for Students* multidisciplinary team approach to transitions, regional autism service providers will identify a single individual within the AIP who will be responsible for the following functions related to supporting children's transitions to school:

- initiating the transition process with the identified school board personnel with ABA expertise once a clinical decision has been made that a child or youth is ready to leave IBI services delivered through the AIP and after receiving consent from the child's parent(s)/guardian(s) for the child/youth to participate in *Connections for Students*;
- identifying the skills the child or youth needs to acquire in order to support a successful school entry;
- developing a profile of the child or youth's strengths and needs;
- working with AIP staff and the child's family to help the child develop the necessary skills; and
- transferring responsibility for the child's transition and knowledge of the transitioning child from AIP staff to the School Support Program-ASD Consultant prior to the child's completion of IBI services and entry or continuing in a publicly funded school.

CONNECTIONS FOR STUDENTS:

Supporting Seamless Transitions for Students with ASD from the Autism Intervention Program to the Publicly Funded School System



IBI services delivered through the AIP

AIP staff will support children's transitions to school by:

- initiating transition process with school board personnel with ABA expertise;
- identifying skills needed to support child's successful school entry;
- developing a profile of the child's strengths and needs; and
- transferring responsibility for the child's transition and knowledge of the transitioning child (in accordance with privacy legislation) from AIP staff to the SSP- ASD consultant once the transition team is established.

Preparation for completion of IBI services and starting or continuing school

Transition Team - initiated approximately six months prior to the **child's** planned date of completion of IBI services to develop an individualized transition plan and provide support for at least 6 months after the child starts or continues in a publicly funded school.

Members include:

- Principal/designate (Team Lead)
- Parent(s)/guardian(s)
- School Support Program-ASD Consultant
- Teacher(s)
- School board personnel with ABA expertise, as needed

Teams may be supplemented by other multidisciplinary expertise according to children's needs. Examples include:

- Education assistants
- Special Education resource teachers
- Other professionals providing service to the child (for example, professionals involved in the delivery of IBI services, mental health service providers, speech-language pathologists, occupational therapists, physiotherapists)

Ongoing support in the school setting

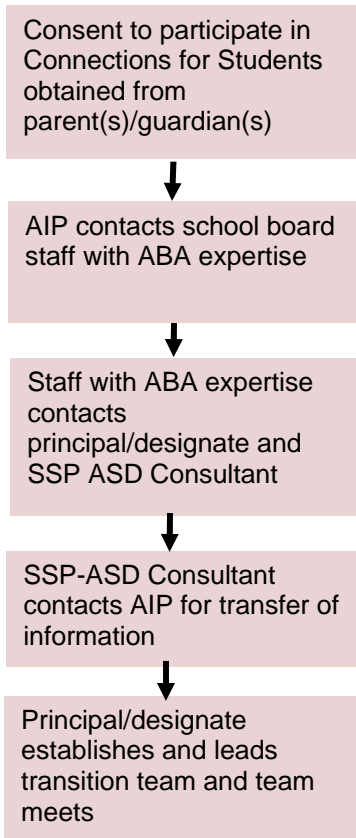
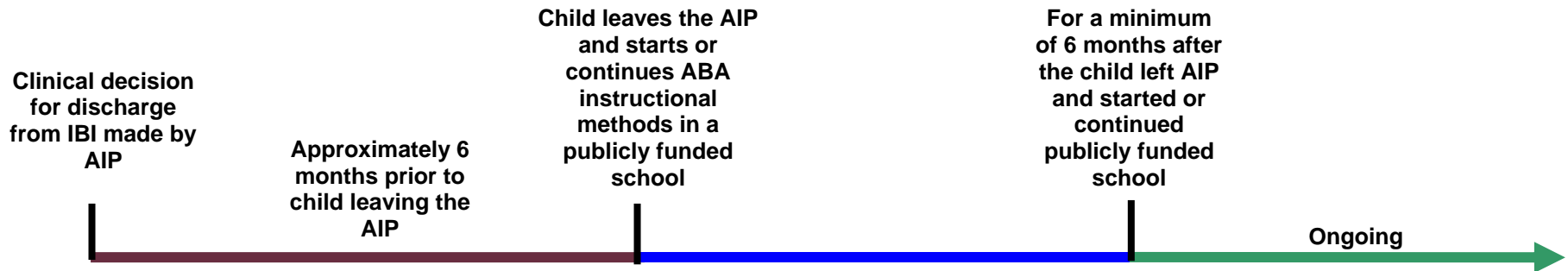
Ongoing Support (after six months):

Principal/designate, parent(s)/guardian(s) and teacher will continue to work together to monitor the student's progress at key transition points in order to provide appropriate supports.

The principal/designate must ensure that relevant school board personnel and community personnel who have previously worked and/or are currently working with a student with ASD are invited to provide input, for example:

- School Support Program ASD Consultant
- School board personnel with ABA expertise
- Education assistants
- Special Education resource teachers
- Other professionals providing service to the student

CONNECTIONS FOR STUDENTS: PROCESS TO ESTABLISH THE TRANSITION TEAM



Multidisciplinary transition team meets regularly to develop and implement transition plan for child that is:

- tailored to the specific support needs of individual students;
- addresses any specific needs to ensure school readiness and student readiness for entry to school; and
- includes the provision of assistance to teachers as required to support child's transition into classroom setting.

The principal/designate, parent(s)/guardian(s) and teacher(s) will continue to work together to monitor the students' progress at key transition points in order to provide appropriate supports.

The principal must ensure that relevant school board personnel and community personnel who have previously worked and/or are currently working with a student with ASD are invited to provide input.

Appendix C

Resources to Support Implementation of the Connections for Students Model

- Joint EDU/MCYS Deputy Ministers' Memo: Supporting Seamless Transitions from the Autism Intervention Program to School (February 17, 2009)
<http://cal2.edu.gov.on.ca/feb2009/AutismIntervention.pdf>

Assurer une transition harmonieuse entre le Programme d'intervention en autisme et l'école (Le 17 février 2009)
<http://cal2.edu.gov.on.ca/feb2009/InterventionAutisme.pdf>
- Report of the Ministers' Autism Spectrum Disorders Reference Group. Making a Difference for Students with Autism Spectrum Disorders in Ontario Schools: From Evidence to Action (February 2007)
<http://www.edu.gov.on.ca/eng/document/nr/07.02/autismFeb07.pdf>

Rapport du Groupe de référence des Ministres en matière de troubles du spectre autistique. Faire la différence pour les élèves atteints de troubles du spectre autistique dans les écoles de l'Ontario : De la recherche à l'action (Février 2007)
<http://www.edu.gov.on.ca/fre/document/nr/07.02/autismFeb07f.pdf>
- Effective Educational Practices for Students with Autism Spectrum Disorders - A Resource Guide
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.pdf>

Pratiques efficaces pour les élèves atteints de troubles du spectre autistique
<http://www.edu.gov.on.ca/fre/general/elemsec/speced/asdfirstf.pdf>
- Policy/Program Memorandum No.140: Incorporating methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorders (ASD)
<http://www.edu.gov.on.ca/extra/eng/ppm/140.html>

Politique/Programmes Note n° 140: Incorporation des méthodes d'analyse comportementale appliquée (ACA) dans les programmes des élèves atteints de troubles du spectre autistique (TSA)
<http://www.edu.gov.on.ca/extra/fre/ppm/140.html>
- Planning Entry to School: A Resource Guide 2005
<http://www.edu.gov.on.ca/eng/parents/planningentry.pdf>

Guide de planification de l'entrée à l'école
<http://www.edu.gov.on.ca/fre/parents/planningentryf.pdf>
- Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs, 2007
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

Cheminer en harmonie - Guide de prévention et de résolution de conflits concernant les programmes et services offerts aux élèves ayant des besoins particuliers
<http://www.edu.gov.on.ca/fre/general/elemsec/speced/shared.pdf>
- Realizing Potential: Our Children, Our Youth, Our Future Ontario Ministry of Children and Youth Services, 2008 Strategic Framework 2008-12
<http://www.children.gov.on.ca/htdocs/English/documents/about/StrategicFramework.pdf>

Réaliser le potentiel de nos enfants, de nos jeunes et de notre avenir Ministère des Services à l'enfance et à la jeunesse, Cadre stratégique 2008-12
<http://www.children.gov.on.ca/htdocs/French/documents/about/StrategicFramework.pdf>