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reception@giantstepsmontreal.com
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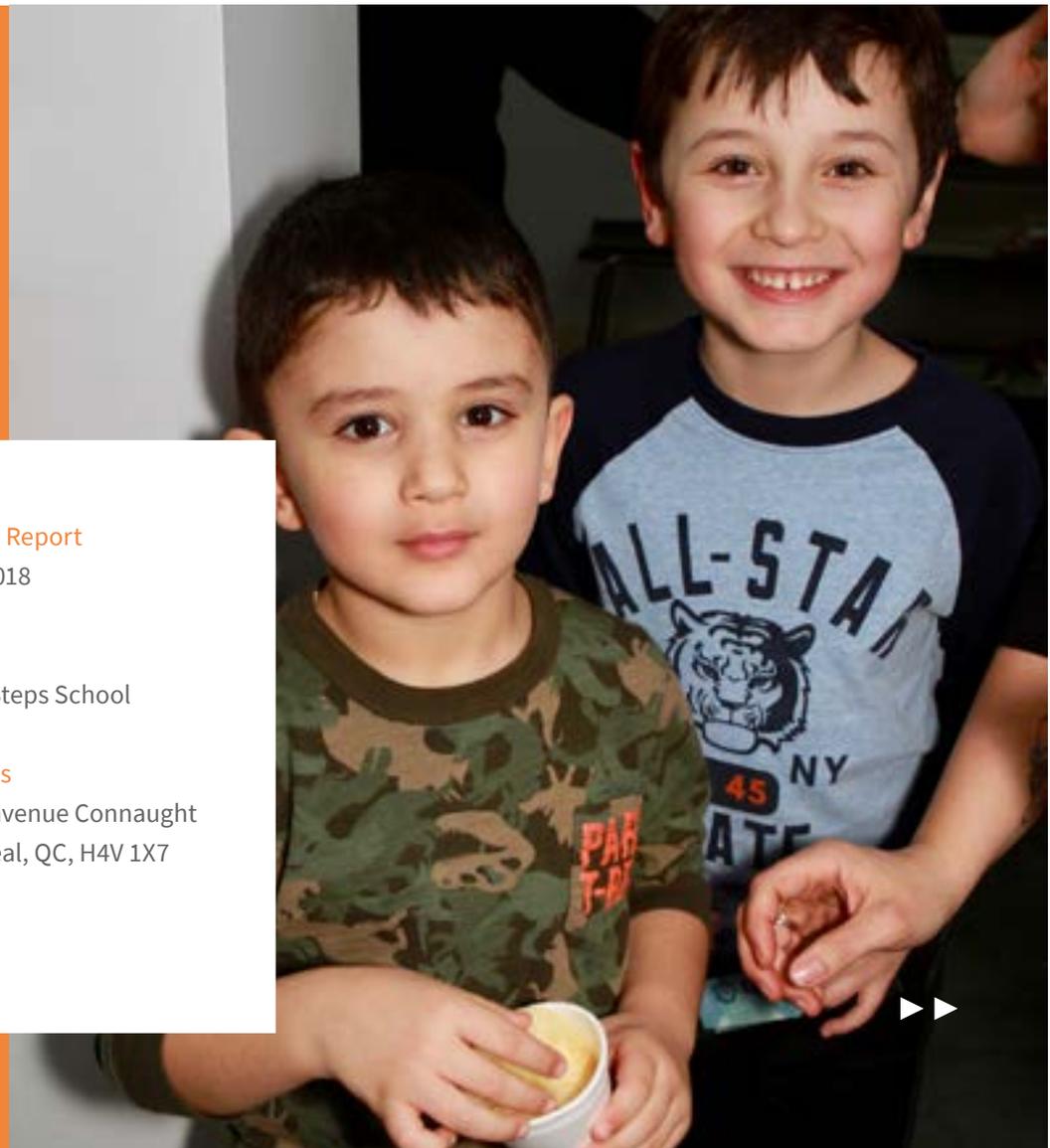
Giant Steps School

Annual Report 2017-2018

Annual Report
2017-2018

Name
Giant Steps School

Address
5460, avenue Connaught
Montreal, QC, H4V 1X7



Welcome to Giant Steps School Annual Report 2017 - 2018

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Thank you !	

Introduction Message from our Chairman



Nick Katalifos

Chairman
Giant Steps School Board
of Directors

Connecting Students Parents & The Community

On behalf of the members of board of directors and staff of the Canadian Institute for Neurointegrative Development, I am very pleased to present the 2017-2018 annual report.

Giant Steps School and its Resource and Training Centre is dedicated to helping the autism community. Our team of students, dedicated professionals, involved parents and passionate volunteers are what makes this school special. Collectively, we are all involved in implementing our school's mission: to offer high quality innovative educational and therapeutic services to our students and to support the autism community.

I am proud to state that our staff has worked diligently to ensure a high quality of service. As a parent, it is so important that our children get the best possible care and services to support them in their development and education. The intensive, holistic and individualized

program and community inclusion program – all organized by Giant Steps, are critical to their development. Equally as important is the fact that they are in a safe and caring environment.

I am also very proud of all the work done through our Resource and Training Centre, which coordinates innovative projects and provides much needed services to the autism community across Quebec and beyond.

Giant Steps has made a tremendous difference for many families, including my own, through the different types of services and supports they provide. We are lucky to have this school and the Resource and Training Centre as an integral part of the Montreal community.

Innovative Projects



Introduction Message from our Director General



Seuin Thomas Henderson

Director General
Giant Steps

“It is an honour and pleasure to be given the chance to steward this exceptional organization and collaborate with our partners to improve the lives of people on the spectrum.”

It is with pleasure that I present the Giant Steps 2017-2018 annual report. It was a rewarding and busy year at Giant Steps.

We continue to work to be a leader and a centralized hub supporting the inclusion, education and success of people on the autism spectrum. We continued to provide resources and services that support the lifespan needs of people with autism. Through capacity building and social innovation, we did a lot of work to increase awareness and acceptance of autism, provide autism training, and work to create a more autism-inclusive society.

We also worked to develop and deliver leading-edge educational and therapeutic services for our students that foster achievement and prepare them for the future. It is an honour and pleasure to be given the chance to steward this exceptional organization

and collaborate with our partners to improve the lives of people on the spectrum.

In this Annual Report, we highlight the strides we’ve made in the past year in the following areas, key to achieving our mission.

I want to thank our staff team for their dedication and caring, our Board of Directors for their vision and leadership, and of course the students and their families who trust us to help them work towards their goals and dreams.

Student Services

The only proven intervention for autism is appropriate educational opportunities! We aim to equip our students for life and we are committed to providing equitable and appropriate opportunities to all of our students to learn and be successful. During the 2017-2018 school year, we developed programs, curricula and educational resources adapted to the needs of each of our students. We also invested in creating learning environments where diversity and strengths are nurtured and celebrated. A few examples include creating a new sensory room for students, integrating dance therapy into our program, welcoming therapeutic clowns into the school, and providing applied science programs through Mad Science workshops.

New Approaches.

Research is the key to advancing and better understanding autism.

We continued to ensure that everything we do is effective, relevant, evidence-based and at the vanguard of service content and design through research partnerships with leaders in autism research.

Community Services

The Resource and Training Centre continued to provide a comprehensive network of supports for people with autism and their families, professionals and the community at large. Currently, our Resource and Training Centre has been operating for ten years, and through critical partnerships and synergies with community stakeholders, we offered training, resources, and outreach that supported the lifespan needs of individuals with ASD.

The Centre also engaged in important knowledge translation and social innovation work in the community through projects such as developing an online autism training program for first responders, now used by police and firefighters across Canada.

The future of Giant Steps.

We finalized a visionary plan for a new state-of-the-art autism centre, through community consultations, stakeholder engagement and project visioning.

Various staff and board committees worked to develop projects, review and improve our services, and plan for the future.

Adult Services

Adults with autism remain among our most vulnerable and most poorly served citizens.

In response to this growing need, the Giant Steps Adult Program, in collaboration with the English Montreal School Board, provided educational programs that focus on developing autonomy, employment readiness, social skills, functional academics, community participation and recreation.

The program aims to develop the skills that lead to employment, in all its diverse interpretations, and greater independence both at home and in the community.

The Board of Directors and I have been working hard to develop and finalize a building for a future facility.

Mission & Vision



Our Mission

To offer high-quality innovative educational and therapeutic services to our students and to support the Quebec autism community.

Our Vision

To be a leader and hub for the development and provision of services supporting the education and success of people with autism spectrum disorders.



Our Values

Giant Steps affirms the importance and necessity of providing equitable and appropriate opportunities for all people to learn and be successful. In order to always do our utmost to contribute to creating learning environments of mutual respect where diversity and strengths are nurtured and differences are respected.

Diversity & Inclusion

We value diversity and unique contributions and foster a trusting, open and inclusive environment where each person is treated with respect. The inclusion of diverse learners promotes excellence in education and allows learners to achieve desired outcomes. We recognize that differences and diversity contribute to the richness of group learning environments.

Awareness.

We are dedicated to increasing awareness of autism in the community by providing targeted educational programs and advocating for the needs of individuals on the spectrum. Our school contributes to the discovery and development of innovative educational and therapeutic services that support learning in autism via our transdisciplinary team of experts and through our research partnerships.

Community

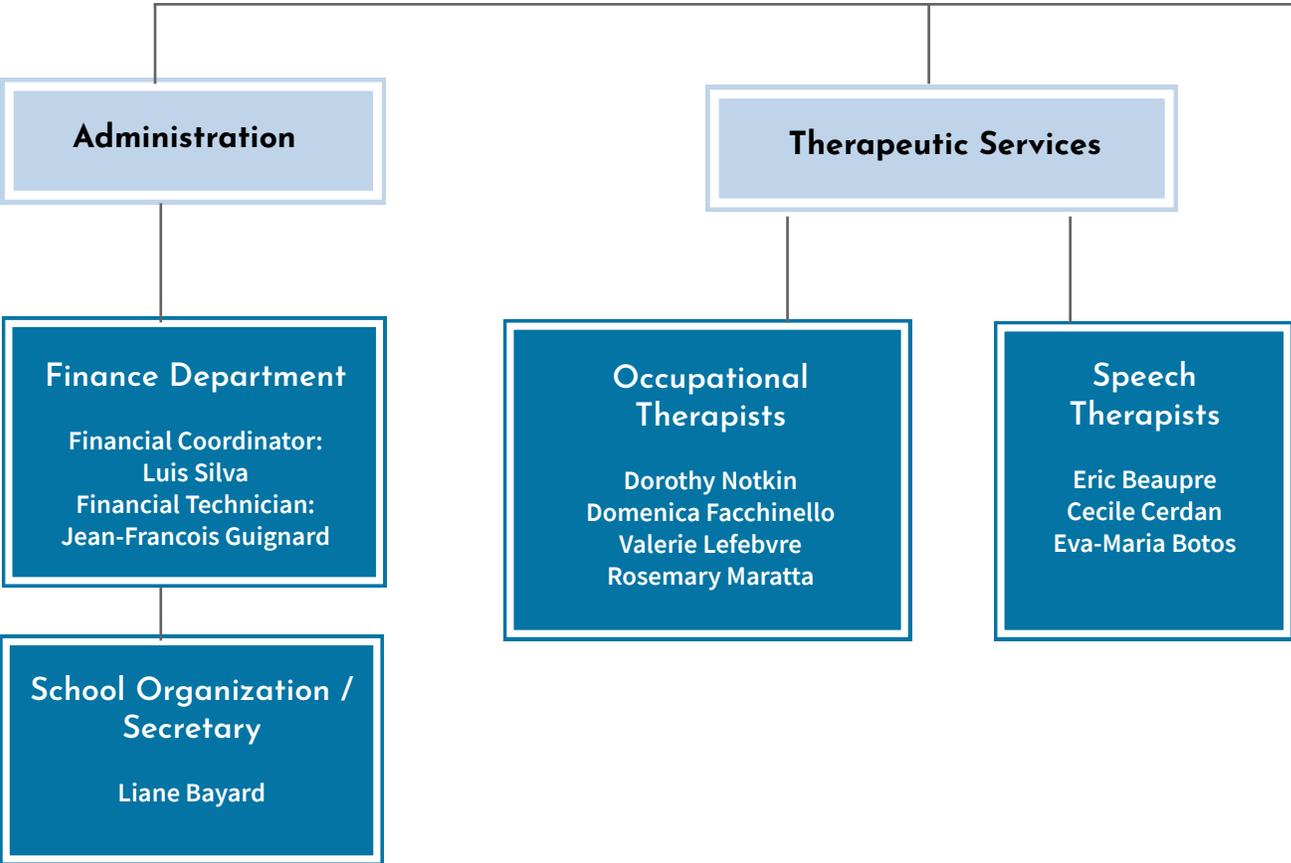
Community is built and sustained by a climate of equity, fairness, safety and trust and the recognition of, and response to, the individual needs of its members. We are committed to working collaboratively with all stakeholders to ensure excellence in the area of autism and education. We believe that learning communities are strengthened by the mutual respect of the unique humanness and contributions of its members.

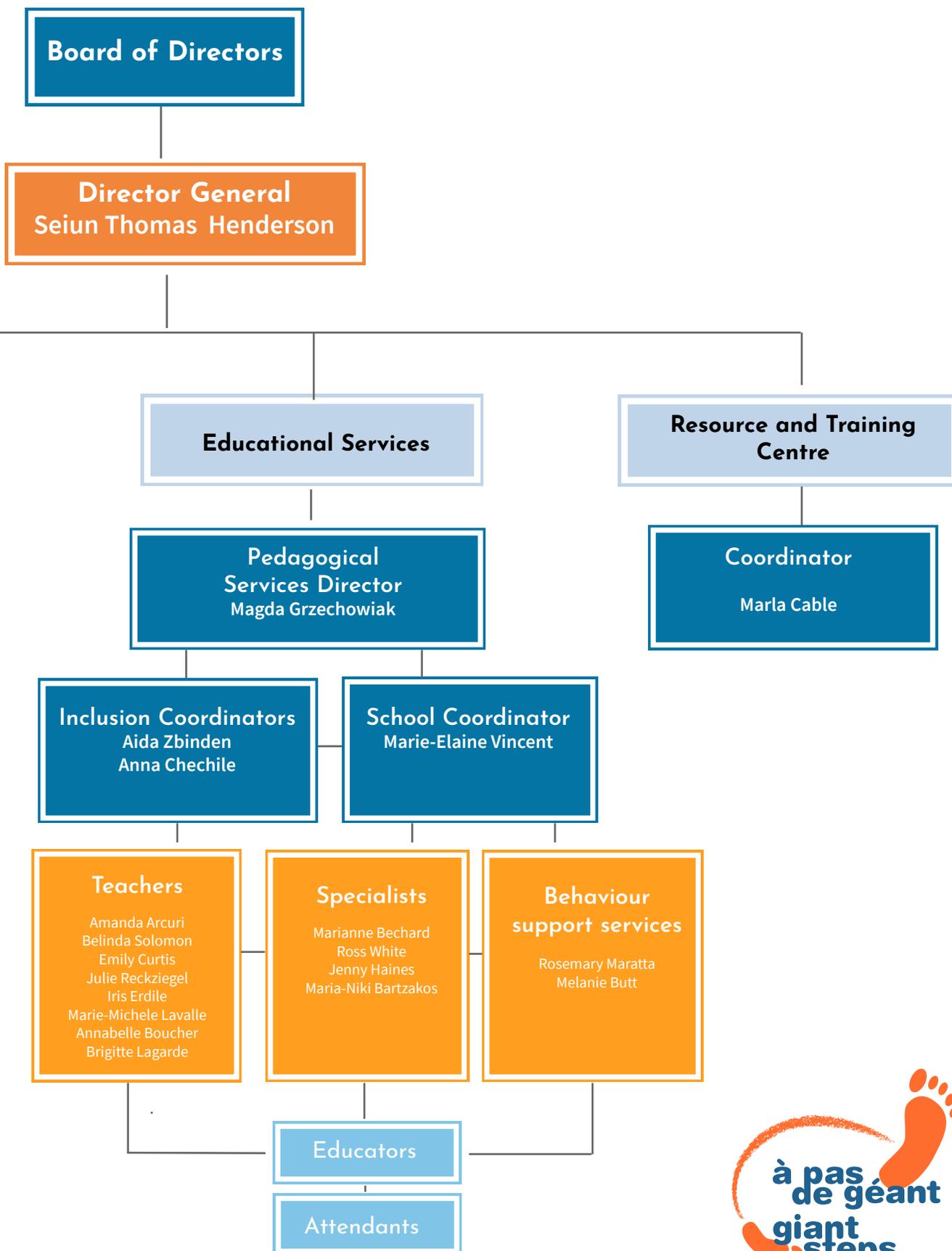
Achievement

Access to facilities, services, resources, instruction, educational materials and the technology and information needed to succeed in and out of the classroom is foundational to building equitable and successful learning communities. By fostering strengths and supporting needs, we are committed to supporting the social and academic achievement of all of our students.

2017-2018 Organizational Chart

Giant Steps School







The Strength of our School



90

Students

09

Classrooms

The small class sizes and **3:1 ratio** (student to specialised staff), help to ensure that each student's program is highly individualized, intensive, interdisciplinary and holistic.

85

Specialized professionals

12

New students in the Adult Education program in collaboration with the EMSB.

Giant Steps school was created in 1980 as a response to the needs of the Montreal autism community.

Giant Steps offers high-quality innovative educational and therapeutic services to students aged 4-21 in both French and English. In partnership with the EMSB, we have a satellite adult education class for individuals with autism aged 21 and older.

It is the only private special education school in Quebec exclusively dedicated to autism and is tuition-free.

Giant Steps has a large team of autism professionals and offers a variety of therapies and specialized services under the same roof.



Coming together is a beginning, staying together is progress, and working together is success.

-Henry Ford



Educational Programs

Pedagogical Services

Developing and refining.

The 2017-2018 school year was a busy one as we continued to develop and refine our academic program and resources. The school invested in many new academic programs and our teachers continued to develop innovative programs to support our students' learning.

Over the year, we worked diligently in collaboration with the school psychology department to administer academic, cognitive and adaptive functioning assessments for our students. The results of these evaluations helped us to accurately choose the most appropriate programs for our students.



Education programs.

Our highly individualized education programs are developed by the multidisciplinary team for each student, following ministry-approved program guidelines.

We continued to implement the new *Education program - A Competency-Based Approach to Social Participation (CASP)*, which will replace the current *Language For Life, Mathematics, Social Studies (Elementary)* and *PACTE (Secondary Cycle 1)* programs. It is an excellent program developed for our students with moderate to severe intellectual disabilities. We also continued to work with the CASP English Network to provide feedback on its use and to help develop materials in line with the program.

I would like to take this opportunity to thank all the teachers for their dedication and for working so hard throughout the whole school year.

Magda Grzechowiak, BA, BED, MED
Director of Pedagogical Services



Preschool & Elementary Program

During the 2017-2018 school year, the elementary program at Giant Steps consisted of 7 classes, 5 English and 2 French.

The preschool students (4-5 years old) followed the modified Quebec Education Program for preschool. The children learned through games, songs, arts and crafts, and simple academic tasks.

The elementary students, (6-11 years old) followed the CASP curriculum or modified Quebec Education Program for elementary school. The core academic classes included Language Arts, Mathematics, Science, History, Geography and Citizenship Education, and Life in Society/Ethics and Religious Culture.





Social activities & Inclusion programs

Social activities such as public library visits, field trips, shopping at a local grocery store, cooking, and swimming at a community pool enriched the students' learning experience and allowed them to generalize acquired knowledge in a variety of settings.

Some children participated in the inclusion program and they were included two days a week in programming at their neighborhood school while being accompanied by a Giant Steps educator.

Extra activities were also offered during the school year, to promote socialization, independence and academic achievement. These activities included dances, field trips, independent learning projects, shopping trips, and special interest clubs.

Amanda Arcuri
Annabelle Boucher
Belinda Solomon
Emily Curtis
Iris Erdile
Marie-Michèle Lavallée
Melissa Marcone

High School

The Steps Ahead Program

During the 2017-2018 school year, the Steps Ahead program at Giant Steps was composed of 3 classes, 1 English, 1 French, and one mixed class (Elementary and High School).

The students in Secondary Cycle 1 (12-15 year old) followed the CASP program, which consisted of English/Français, Mathematics, Geography, Health Education, Citizenship Education, Art, Science & Technology and Music. The Secondary Cycle 2 students (16-21 years old) followed the CHALLENGES program, which consisted of English/Français, Mathematics, Social Studies, Personal and Social Education (Home Life, Personal Growth, Transportation and Leisure time) as well as Preparing for the Job Market (Introduction to the World of Work and On-the-Job Work Placements).

Brigitte Lagarde
Kamila Tomaszewski



Adult Education Program

A Giant Steps — EMSB collaboration

Giant Steps school and the EMSB have continued to collaborate to offer a full-time program for adults with autism.

During the 2017-2018 school year the program moved from the Marymount Adult Centre to the Saint-Laurent Adult Centre, where the staff and students enjoyed their new and larger facilities.

The program offers a creative, educational and therapeutic bilingual environment where participants can come to acquire skills and knowledge, work on self-directed learning projects, socialize and take part in community-based activities.



Community School Inclusion

In the 2017-2018 school year, Giant Steps delivered a community school based inclusion program for 50 of our students.

We collaborated with **20 different schools across 6 school boards in both official languages.**

Inclusion is a specialized optional program, 2 days per week for 27 weeks, based on the recommendations from the Giant Steps inclusion team and the students parents.

The inclusion team continued to support and collaborate with the schools our students attended. Our relationship between these schools and their respective school boards flourished, and allowed us to ultimately provide better experiences for our students.

Our philosophy is that any child that can be fully and successfully included into a mainstream community school should be, and we provided transition inclusion programs leading to five our students graduating on to attending independently their community inclusion school for the 2018-2019 school year. We wish them the best of luck !

Anna Chechile and Aida Zbinden
School Inclusion Coordinators

» Art classes

In addition, we pursued our collaboration with a secondary school in the neighbourhood which accepted the inclusion of three of our students.



2017/
2018

Students in school-based inclusion

Number of students in inclusion	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
English	29	31	35	45	48
French	4	4	8	6	2
Total	33	35	43	51	50

Work-Based Inclusion

Nine students participated in weekly supported work placements/internships. Giant Steps educators supported the students in their work placement, guided by the Employment and Life Skills Specialist. All work placements were chosen based on the students' interests and skills and abilities, while expanding their work repertoire and self-esteem.

The work-based inclusion opportunities were organized in collaboration with the following industry partners: Groupe Mission Expert, DK Jewels, People's Potato, Société de Saint-Vincent-de-Paul, Quebec Solidaire and Moisson Montreal. We also offered internal school-based employment skill-building opportunities and activities.

Maria-Niki Bartzakos
Employment Readiness and Life Skills Specialist



Computers and Technology

Meaningful and functional use of technology.

Each student at Giant Steps has a regularly scheduled bi-weekly computer period. This time is used to use technology to work on academic goals, but equal emphasis is also placed on creating a foundation for meaningful and functional use of technology in daily life. iPads are used extensively but use of desktop and laptop computers remains an important aspect of the training each student receives.



Communication

Communication, on many different levels, is another essential component of the work done by the Department of Computers and Technology.

Increasingly, more of our students are using iPads for communication and the department, in collaboration with the Speech Therapists, has been closely involved in purchasing, setting up and monitoring the use of these devices.

Technology can also be an excellent medium for other forms of communication, and students are encouraged to express themselves through text, graphic arts, photography, video and animation.

One of the major ongoing goals is to establish continuity between the work done in students' Computers and Technology classes and in their

classroom. Significant progress was made through the purchase of sets of iPads, Chromebooks and other equipment during that classrooms can sign out and use in the classroom.

We have also set up accounts for many students with a variety of curriculum-based online math programs.

Technology is steadily being integrated more fully into the daily classroom routine, and we continue to explore creative ways to use technology to support and enhance the unique and diverse learning styles of our students.

Ross White
Educational Computers and
Technology Specialist



Play and Social Skills

The 2017-2018 school year was full of success and accomplishments for the students. In Social Skills class, the students were given many opportunities to explore a variety of social activities and experience positive social interactions with peers.

The department offered weekly one-hour sessions to 80 preschool, elementary and high school students in groups.





We provided group interventions to promote essential group skills such as waiting, turn taking, listening, problem solving, peer observation/referencing and conversation.

The social department continued to introduce interest based activities to promote student engagement. We organized themed activities throughout the year for all the students, taking into consideration their sensibilities and interests.

The department also supervised and helped train two students from Vanier College in the field of Special Care Counselling.

Jenny Haines
Social Skills Specialist

Life Skills and Employment Readiness

Opportunities to learn.

The Life Skills department strives to guide and help students learn essential skills for their daily functioning, including social, vocational and activities of daily living within the community.

While developing these skills, the emphasis is put on spotlighting the students' strengths, successes, contributions and efforts, in order to develop their self-esteem and competence.

The Life Skills program is dedicated to providing students with the opportunities to think, advocate and communicate, in order to prepare them as they grow and develop into adulthood.

Maria-Niki Bartzakos
Employment and Life Skills Specialist



The following programs were designed and implemented:

Life Skills Sessions

Weekly one-hour sessions for all students in the school. Students were grouped by class. Lessons focused on developing students' skills to be part of society and expand their life skills repertoire (ex. shopping, cooking, cleaning, safety, working collaboratively and preparing for the job market).

Prevocational Programs

The older students (32) participated in a variety of school-based Prevocational programs, including the Lunch Bunch program, where a small group of students cook and sell cafeteria style meals for the employees of the school once a week. A General Store was set up and run by two adult students. The store served small meals (soups and salads), snacks, drinks as well as toys. The General Store ran once a week, during the third term. The Life Skills students also participated in a Holiday Sale for which they prepared natural beauty products such as lip balm and makeup remover pads. The items were sold via an email preordering system.

Internships

Internships and work experience programs were offered to students aged 16 and up. Students were placed in industry/community settings and supported by an educator. The goal of this program is to build employment readiness skills, autonomy, and community participation.

Community Programs

This year's Community Volunteering program saw students participate at the *Grande guignolée des médias*. High school students volunteered their time to give back to the community and help raise funds for this worthy cause.

Individual Transition Plans (TÉVA)

The Life Skills Specialist ran multiple transition meetings, involving students, parents, the school team and their community workers (such as social workers, CLSC educators, etc.) and produced transition plans for 4 adult students.

Parent Workshop

A bilingual Parent workshop was offered on TÉVA/TSAL- Transitioning from school toward an active adult life.



Therapeutic Programs

Speech Therapy

Services provided

In the 2017-2018 school year, students were given speech therapy in two blocks, the first from September to January and the second from February to June. Students were seen either individually or in small groups. We also continued to offer support in the classrooms.

The goal of these services was to promote the use of alternative methods of communication (Picture Exchange Communication System and iPads), social interactions as well as play skills. For other students, we also provided support to teachers

regarding their literacy development. Indirect time was also dedicated to the programming and the maintenance of students' iPads in collaboration with the Computers and Technology Department.

The year's services to students:

- 30 students were seen individually every week for 14 weeks.
- 55 students were followed in small groups (2 to 4 students) for 14 weeks with two speech therapists.
- Additionally, 6 periods per week were dedicated to in-class services for the whole year.

Éric Beaupré
Eva-Maria Botos
Cécile Cerda



A few updates from our team

Measure 30110

Measure 30110 provides financial assistance to approved private institutions for expenditures for students with disabilities. It allows accredited private institutions to meet the specific needs of these students with regard to communication.

Thus, this year, 6 students benefitted from this measure, allowing them to obtain a mini-iPad with the Talk Tablet app for their communication needs.

Continuing Education

We attended some conferences and watched a few webinars about different topics including:

- Conference on the intervention with students presenting written language disorders (based on research) (Anaïs Deleuze; April 5-6th 2018)
- Journée annuelle du Réseau National d'Expertise en Trouble sur le Spectre de l'Autisme (RNESAT) (April 26th 2018)
- How to integrate AAC into your daily life (From AVAZ)
- The Carolina Curriculum: *An Integrated System for Assessment and Intervention (From ASHA)*

Fieldwork & internships

In addition, we supervised two students from University of Montreal and another one from McGill University all in their Master's level.

Via the ORPAS program (Ontario Rehabilitation Sciences Programs-Ontario Universities' Application Centre), we also received a volunteer who wanted to enter a Speech and Language Therapy program. All the students really enjoyed their experience at Giant Steps.

Occupational Therapy

Response to Intervention.

This year proved to be another year of growth and development for the Occupational Therapy Department. It was also characterized by the continued focus on providing the most recent Occupational Therapy Evidence-based Therapeutic interventions to our students in order to support them in reaching their optimal potential, functional performance and fully participate in their environment. We continued to adapt the new model of Response to Intervention, a three-tier model of service delivery to best meet the needs of the growing numbers of students at Giant Steps and to best service the requests of the teachers.



This year, we have also actively increased our participation in the classrooms; carrying out numerous small group programs for handwriting, gross motor skills, fine motor skills, and cognitive-perceptual skills programs etc.

Measure 30110

All Giant Steps students benefitted from a school-wide ergonomic evaluation of their posture at their desk, by the occupational therapists. Adjustments to their desks and change to their seats were made to optimize their postural control and comfort, as well as to address their sensory needs, in order to ultimately improve their attention and facilitate

academic learning. In addition, the students continued to benefit from the governments' "Measure 30110" Special Education program. This budget is devoted to support students with special needs and or learning disabilities in private educational institutions. As a result of these funds, many of our students obtained new ergonomic classroom tables and chairs.

Internships and other programs

We continued to supervise Occupational Therapy students at the Master’s level from McGill University, School of Physical and Occupational Therapy and The University of Montreal. This year we supervised 5 students, each one for a period of 6 to 9-week rotations. It was a great experience for the OT students as well as the students from Giant Steps.

Our special collaborative program between the Occupational Therapy Department and the PERFORM Center at Concordia University (Loyola Campus) continued for a 2nd consecutive year. A group of high school students

was selected to participate in a specialized physical exercise group at the PERFORM center. The exercise program was tailored to each student, based on an initial assessment of his or her fitness level. The program was supervised by our Occupational Therapists and the PERFORM center’s certified exercise physiologist and clinical exercise physiology interns. Our students demonstrate great interest and enjoyment in this program. We hope to continue this collaboration well into the future.

Dorothy Notkin, erg.
Domenica Facchinello, erg.
Valerie Lefebvre, erg.



Music Therapy

One of the main objectives in music therapy is to provide opportunities for musical and social communication that promotes and develops each student's intention to communicate and engage. One of the main objectives of music therapy is to support and promote the cognitive, social, emotional and sensory development of each student.

To do this, several modes of expression are encouraged; movement, dance, use of instruments and body organization. Music therapy also supports physical, social and emotional needs of the students for proprioception, regulation and modulation.





Music puts the pieces together...

At the beginning of the year, specific individualized objectives are established for each student and are worked on throughout the year. Each year, we supervise a music therapy student from Concordia University, and we continue to develop new activities and explore more musical resources and therapeutic approaches.

This year, the department provided services to 80 students.

Marianne Béchard
Nadine Thiruchelvam

Behaviour Management

Educating the mind without educating the heart is no education at all. - *Aristotle*

During the 2017-2018 school year, the primary focus was to support the students by acknowledging their needs in sensory processing, self-regulation and self-control. Our goal was to teach them to communicate more effectively so they can seek out the resources they need to manage their emotions and behaviors when faced with challenging situations. We supported them in becoming more self-resilient and to self-advocate, so they can experience successful interactions and feel good about themselves. Our evidence-based interventions reflected that the student's challenging behaviours were often due to lagging skills. As Dr. Ross W. Greene, an expert in dealing with challenging behaviours in the classrooms, explains "challenging behaviour often denotes students are lacking the skills of flexibility, adaptability, frustration tolerance, and problem solving."

Our service delivery model, Response to Intervention (RTI), along with our collaborative problem-solving approach to preventing and managing challenging behaviours, contributed to helping the school team to create meaningful and positive learning environments for the students.

Our behavior programs placed a significant emphasis on communication, self-determination and positive peer interactions. In collaboration with the classroom teams, we continued to provide innovative classes for students to highlight positive social-emotional development across all learning environments. We believe it is by empowering our students with skills to manage their own energy states, emotions and behaviour, that they learn to self-manage and become active participants in school life.

More specifically, as a team we taught the students to manage their emotions by helping them to identify and use tools to help them remain calm and act safely. We coached the classroom teams on how to manage an overwhelmed and frustrated student by recognizing and understanding the underlying factors influencing behaviour. By addressing these factors, we could be proactive and focus on the prevention of challenging behaviours. We incorporated successful strategies to avoid or defuse a challenging behaviour, such as reducing or changing the amount of sensory stimulation they are experiencing; explaining sudden changes in routines or expectations; reducing information or emotional overload; developing their coping skills; and facilitating their ability to problem solve and negotiate solutions.

Many classrooms have embedded self-regulation and emotional awareness programs in their daily schedule, including The Zones of Regulation®, MeMoves™, Brain Gym® PACE exercises, Therapeutic Listening®, Rhythmic Movement Training (RMT), Active Qigong tapping and Guided Imagery to encourage calm, focused and receptive to learning behavior.

Students have also developed social-emotional skills in small groups through role playing, drawing, discussing and storytelling in order to deal with frustration, anxiety or disappointment. In addition, individualized cognitive strategies such as Interactive Social Stories, Comic Strip Conversations or Zones Perspective Taking were also provided to promote social-emotional regulation and social cognitive development.

Positive Behavior Support Plans (PBSP) were also implemented to equip the student with coping strategies. The interdisciplinary team met on a regular basis in a collaborative effort to fine tune the PBSPs by respecting the student's individual learning style and communication skills and needs. Our Crisis Prevention Intervention team composed of eight staff continued to model, train and support classrooms to ensure safe positive learning climates in the classroom for all students. Like last year, our CPI team was very effective in supporting optimal autonomy for each student using the CPI principles of Care, Welfare, Safety, and Security.

In addition, in collaboration with McGill University and École de réadaptation Université de Montréal, we welcomed 4 master's degree level Occupational Therapy Students which provided behaviour management interventions based on the latest research and scientific knowledge. Together we also developed a school wide Contention Protocol according to laws governing "les mesures de contrôle et isolement" from the Health Ministry (MSSS).

Finally, for the students with significant sensory processing and emotional self-regulation challenges, tailored Occupational Therapy sensory modulation and self-regulation programs were implemented. Students received occupational therapy to integrate adaptive responses to daily sensory stressors.

This allowed the students to gain skills in managing their emotions, behavior and body movements when they were faced with situations beyond their ability to cope. They also learned how to react to changes in their situation or immediate environment, to assess how they are feeling, and to adjust their behavior in order to be more apt to processes cognitive, emotional, sensory and social information.

For these students, this increased ability to self-regulate allowed them to remain focused, pay attention and continue to be receptive to learning regardless of the internal or external daily stressors. Overall, they learned how to calm themselves when they got upset and to be more flexible when there were unexpected changes. Our evidence-based sensory-behavior program has proven to effectively teach our students self-regulation skills over the last 5 years.

Behavior Management Team
Melanie Butt, SCC
Rosemary Maratta, erg



Resource and Training Centre

Resource and Training Centre

The Resource and Training Centre provides a comprehensive network of supports for people with autism and their families, professionals, and the community at large in both French and English. We offer cutting edge training and education to professionals and families supporting individuals with an ASD. Through critical partnerships and synergies with community stakeholders, we offer training, resources, and outreach the support the lifespan needs of individuals with autism.

Training programs

This includes developing an online training program for first responders and locally providing autism awareness training to police officers in Montreal and Laval. We continued offering in-person training to new Montreal police recruits each 3 weeks on how to intervene in emergency situations involving an autistic individual. We provided training and consultation services to hundreds of people in Montreal, across the province, and beyond.

Through our inclusive cities project, we continued to work to establish an innovative set of initiatives to make our communities more autism inclusive. Awareness and sensitization programs were offered across sectors.

Throughout the 2017/2018 school year, the Centre also continued to be active in supporting the Giant Steps team. This included the continued development of a variety of school-wide protocols and ongoing adaptations and creation of academic materials and supports for the classrooms.

Training was also provided to all staff through the centre, including certification in CPI - Nonviolent Crisis Intervention®. This year we also offered the Crisis Intervention Prevention© program to our parents.

Community Collaborations

The centre coordinated all of the school's community partnerships. We are active in a variety of arts-based partnerships, including collaborations with Les Grands Ballets de Montréal, the National Centre for Dance Therapy, and Le Musée des Beaux Arts. With the museum, we are helping them to find ways to make the museum more autism friendly and assisting them in developing educational and therapeutic programs for autistic individuals.

We collaborated with them to create the first annual Autism Friendly Day at the Museum, "L'Art est Unique", in which families were invited to explore the museum. In Collaboration with the Grand Ballets de Montreal and the National Centre for Dance Therapy, we offered a first summer dance camp for autistic youth. It was a huge success. We continued to work with the city of Laval and had information booths for the STL employees and at two different métro stations for the general public to sensitize them to autism, our school and the Inclusive Cities Project.

Innovative Programs

Chindai This year we collaborated with L'académie de la Nonviolence, who offer Chindai courses to students to help build self-regulation skills, relationships and interconnectedness, and self-awareness. They have offered multiple workshops to our staff as well. It has had beneficial effects for our staff and student.

Dr. Clown Another organization that we have partnered with is the Fondation Dr Clown. The goal was to integrate relational clowns into Giant Steps' classrooms and therapies to work to improve student engagement and wellbeing. This program has had many positive effects for both our staff and students.

Hop-Child Technologies

We formalized an important new collaboration in 2017-2018 with Technologies Hop-Child Inc., who will support children with autism in their daily lives through the development and testing of a new technology providing a virtual companion (or avatar) available through a touch pad and a connected body device (wristwatch) that will transfer information to a database.

The goal of this innovative project is to support and promote children's engagement, interaction, success, and to maximize the effectiveness of interventions in real time. After preliminary meetings and workshops, we plan to implement the first phase of testing this new technology in the fall of the next school year.

Internships

The centre organized and coordinated the placement of many fieldwork students from a variety of college and university programs including Vanier College, Lasalle College, Dawson College, Collège Sorel/Tracy, McGill University, Université de Montréal and Concordia University.

The internships included students from the fields of speech therapy, occupational therapy, education, special care counselling and psychology. We had several high schools send their students to spend up to 4 days at Giant Steps with the goal for them to give back to the community but to also learn about autism, differences and acceptance. We had students from Sacred-Hearts High School, Loyola High School, and Vanier College students from the Early Childhood Education Program spend time with us.

Professional Development

The Resource and Training Centre continued to support the Giant Steps school employees by preparing the programming for professional development days. Crisis Intervention Prevention© review classes were given to all staff to support them in assisting students with self-regulation. This year we also offered the Crisis Intervention Prevention© program to our parents.

Resource and Training Centre (cont.)

Community Outreach

Community outreach and support continued to be a priority throughout 2017-2018 and the centre welcomed a large number of visitors to the lending library and provided consultation services in schools and at home.

We also offered training sessions on a variety of autism-related topics, including a workshop for the Educators and Child and Youth Care Workers annual conference attended by 200 participants. We also offered customized workshops to many organisations, including for a summer camp program in Kahnawake and for a daycare in Montreal.

Our students use a local Community Centre's pool for physical education periods and this year we offered a workshop to their entire staff, including lifeguards, administrators, and cafeteria workers. We spoke at the Quebec Association of Daycare Workers, taking with us our Community Ambassador, Ann Crabtree. We supported both daycares and schools by offering consultation services for specific students with autism.

Activities & Events

We continued our collaboration with the **Montreal Trudeau Airport and Autisme Montréal** to organize the **Enfants en Premier** program sensitizing families and children with autism to the airport and flying. Over 300 people participated in the event.

The centre also invited several autistic adults in to share their perspectives and experiences with the Giant Steps community. The Resource and Training Centre had information booths at Expo Toutes Habilités, the Salon TSA Laval, and the Neurodiversité conference, The Salon de l'Apprentissage and the Mieux Comprendre la Neurodiversité conference. The Resource and Training Centre was a participant in the Canadian Autism Spectrum Disorder Alliance (CASDA) annual leadership summit.

As part of an annual event supporting the medical community, we had several groups of nursing assistant students come to the Centre to learn about autism and how they can support individuals on the spectrum in the medical sector.



Synergies & Partnerships

This year for Autism Awareness month our team was present during the Autism Speaks Walk. To kick off Autism Awareness Month, we had a parade including local police, parents and families, and some local musicians.

Student volunteers from McGill University came to offer music lessons to our students after school and the instructors received a workshop on teaching kids with ASDs from the Resource and Training Centre.

We continued to participate in a new mobile application for families called Jooay. Jooay is an app that helps children with disabilities and their families to locate leisure and recreation opportunities that are accessible, suit their needs and abilities, match their preferences, and can help them develop and participate in society.

We also continued our collaboration with a team from Université de Montréal who are creating an app, Myelin, that allows professionals and parents to search for research, interventions and information that could support their student, client, child or themselves.

The Resource and Training Centre also developed and coordinated all of the school-related social media platforms (Facebook, Twitter and Pinterest). We have a very active Facebook page, with over 3800 followers. Similarly our Twitter page is active with

over 400 followers and Pinterest with over 140 regular followers. These platforms have enriched and allowed us to diversify the ways in which we share information and connect with the larger autism community.

We have been working with partners based in Montreal and in Guangzhou China to explore and develop possible services to support the Guangzhou autism Community. This included our Director General, Seiun Thomas Henderson, traveling to China to meet with partners, observe in a variety of educational institutions working with kids and teens on the spectrum, and offering a full day training course to parents and professionals.

To finish off our year, we received a grant from the **Fondation La Capitale** to create an autism training initiative for school bus drivers, so they are better informed and know what to do when transporting children with an autism spectrum disorder.

We will continue to build upon our proven leadership in areas of capacity building and resource sharing and will work to ensure an increasingly autism-inclusive society.

Marla Cable
Resource and Training Centre Coordinator

Giant Steps School A year in review





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Legend

1. The Honourable Ginette C. Petitpas Taylor, Minister of Health, visit of the school, May 31, 2018
2. Director General presents Autism Awareness Day on Parliament Hill , October 25, 2017
3. Our Director General's Mission to Guangzhou, China, June 2018
4. Grande Guinolée des médias 2017
5. Visit from Dre Sanguine & Dre Fifi from Fondation Dr Clown
6. Défi Sportif April 2018
7. Visit from the calvary of the SPVM, May 2018
8. Hockey Program
9. Autism Awareness Day
10. Graduation Ceremony June 2018



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Financial Results

It is with great pleasure that Giant Steps School presents, for the fifth year in a row, financial statements that demonstrate a healthy financial situation and that continue to improve.

In terms of financial results, an increase in revenues led to a surplus that will be useful for the school's short and medium-term projects. In fact, part of the surplus will go towards new services offered to our students in the new 2018-2019 school year.

At the balance sheet level, one point that is important to mention is the significant decrease in the long-term debt, and this without any impact on school activities.

Finally, thanks to the efforts of all those who have the Giant Steps School at heart; administrators, employees, parents, volunteers, and students. The financial health of the school is good, and we are planning future projects with confidence in the stability of our financial situation.

Luis Silva
Financial coordinator



L'INSTITUT CANADIEN POUR LE DÉVELOPPEMENT NEURO-INTEGRATIF
(ÉCOLE À PAS DE GÉANT)
RÉSULTATS
POUR L'EXERCICE TERMINÉ LE 30 JUIN 2018

CANADIAN INSTITUTE FOR NEURO-INTEGRATIVE DEVELOPMENT
(GIANT STEPS SCHOOL)
STATEMENTS OF OPERATIONS
FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017	
PRODUITS			REVENUE
Subventions			Subsidies
Commissions scolaires	2 087 471	2 155 789	School Boards
Autres organismes	798 819	799 166	Other organizations
Ministère de l'Éducation et de l'Enseignement supérieur	270 002	209 967	Ministère de l'Éducation et de l'Enseignement supérieur
Carte des enfants et accompagnement	189 494	179 299	Children and supervision
Deux de la Fondation à Pas de Géant – Montréal			Donations from Giant Steps Foundation – Montreal
Non affectés	580 000	525 000	Unrestricted
Affectés à des fins particulières	118 803	15 897	Assigned to specific purposes
Autres dons	12 000	79 559	Other donations
Amortissement des apports reportés affectés aux immobilisations (note 8)	36 966	31 339	Amortization of deferred contributions related to capital assets (note 8)
Autres revenus	60 076	59 073	Other income
	4 111 587	4 071 089	
CHARGES			EXPENSES
Activités d'enseignement – Annexe A	502 727	570 005	Teaching activities – Appendix A
Activités de soutien à l'enseignement – Annexe B	2 558 917	2 464 122	Support activities for teaching – Appendix B
Activités administratives – Annexe C	489 712	565 082	Administrative activities – Appendix C
Gestion des biens meubles et immeubles – Annexe D	157 552	145 476	Management of Capital Assets – Appendix D
Intérêts et frais bancaires	12 760	21 504	Interest and bank charges
Amortissement des immobilisations	72 534	88 632	Amortization of capital assets
	3 790 010	3 852 821	
EXCÉDENT DES PRODUITS SUR LES CHARGES	323 577	198 248	EXCESS OF REVENUE OVER EXPENSES



Giant Steps Foundation



Giant Steps Foundation

The Giant Steps Foundation had an exceptional fundraising year in 2017-2018, surpassing the \$1 million mark for a second year in a row. Revenues were up more than 26% (from \$1,161,836 to \$1,4,66,492).

We kicked off autism awareness month with our third annual Charidy campaign, an online crowd funding campaign, from April 4th to April 5th, 2018. With the support from matchers and members of the community, we raised \$451,022 in just 24 hours!

The 28th Annual Giant Steps Auction was held on May 1st, 2018 at the Windsor. More than 250 guests attended the Hollywood-themed event, honoring our longtime spokesperson, Charles Lafortune. The evening was hosted by his good friend, Marie-Claude Barrette. Laughs and tears were had by all. An astonishing \$355,000 was raised that evening.

We were chosen as the featured charity for the Grand Bal du Grand Prix 2018. Our board member, Mr. Tony Loffreda, was the president of the evening. The visibility and exposure that this event gave the autism community was terrific and we are thankful for having been involved.

Thank you to our Board Members, donors and parents, for your unwavering support this year. Thanks to you, 2017-2018 was another year of great achievements.

Tracy Pennimpe
Julie Kavanagh



LA FONDATION À PAS DE GÉANT - MONTREAL
RÉSULTATS ET ÉVOLUTION DE L'ACTIF NET
POUR L'EXERCICE TERMINÉ LE 30 JUIN 2018

GIANT STEPS FOUNDATION – MONTREAL
STATEMENT OF OPERATIONS AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017	
PRODUITS			INCOMES
Activités de collectes de fonds	801 887	632 292	Fundraising activities
Dons d'entreprises et campagnes de financement	274 843	227 556	Donations from corporations and fundraising campaigns
Dons en nature	64 994	76 143	Donations in kind
Dons affectés à des fins particulières (note 5)	14 750	64 869	Donations assigned to specific purposes (note 5)
Campagne Priorité Enfants (annexe A)	(5 400)	81 962	Children First Campaign (schedule A)
Grand Prix - net (annexe B)	18 056	-	Grand Prix – net (schedule B)
Autres dons	135 468	76 651	Other donations
Autres revenus	-	478	Other income
Revenus de placements (annexe C)	1 645	1 885	Investment income (schedule C)
	<u>1 306 243</u>	<u>1 161 836</u>	
CHARGES			EXPENSES
Dons à l'Institut canadien pour développement neuro-intégratif			Donations to the Canadian Institute for neuro-integrative development
Non affectés	755 000	525 000	Unrestricted
Affectés à des fins particulières	118 803	94 671	Assigned to specific purposes
Activités de financement (note 6)	243 905	253 606	Fundraising activities (note 6)
Administration	119 320	96 580	Administration
Intérêts et frais bancaires	967	234	Interest and bank fees
Bourses d'études	3 000	-	Bursaries
	<u>1 240 995</u>	<u>970 091</u>	
EXCÉDENT DES PRODUITS SUR LES CHARGES	65 248	191 745	EXCESS OF INCOMES OVER EXPENSES
ACTIF NET AU DÉBUT	865 488	673 743	NET ASSETS, BEGINNING OF YEAR
ACTIF NET À LA FIN	<u>930 736</u>	<u>865 488</u>	NET ASSETS, END OF YEAR



**ÉCOLE
SCHOOL**

Thank you for your support.

**Giant Steps School
2018**

Contact Us

—
5460, avenue Connaught
Montreal, QC, H4V 1X7
T.
reception@giantstepsmontreal.com
www.giantstepsmontreal.com

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