Literacy and Numeracy for Learning and Life

Supporting the Special Schools

Literacy and Numeracy for Learning and Life

The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020

DEPARTMENT OF EDUCATION AND SKILLS

Building on ability
Literacy Session 2

EBD
Communication and Language Seminar Outline

1. Overview
2. Challenges
3. Assessment
4. Strategies / Interventions
Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.
Skill in oral language a developmental pre-cursor to reading acquisition

Planned language learning experiences can enrich vocabulary
The Cognitive Foundations of Learning to Read: A Framework

The Cognitive Foundations of Learning to Read: A Framework

1. *big picture* understanding

2. Good assessment

3. Focused and purposeful interventions

Handout 2: Framework
• What do we mean when we talk about communication and language?

• How do we communicate?

• What does communication look like in your school?
Communication

Communication is the exchange of ideas, information, thoughts and feelings
Communication and Language Seminar Outline

• Overview of Communication and Language

• Challenges for pupils with EBD

• Identification and Assessment

• Interventions and strategies
Communication Process

Intention
Idea
Message

Sender
Encoding

Behaviour

Receiver
Decoding

Acknowledge
React
Respond

Special Education Support Service
Effective Communication

- Verbal
- Nonverbal
- Self/Other Awareness
Language and EBD

“Children who are unable to communicate effectively through language or use language as a basis for further learning are handicapped socially, educationally and as a consequence, emotionally”

Byers-Brown and Edwards, 1989
Receptive Language

Processing language

Understanding what is expected
Receptive Language

- Attempts Listening
- Doesn’t understand
- Disruption
- Tunes out
- Withdrawal
Expressive Language

Ability to express needs verbally

Increasingly linked to challenging behaviour as pupils become older
Self and Other Awareness

Identity

- Sense of belonging
- Feeling of involvement and acknowledgement
Challenges for the student

- Societal changes
- Difficulties understanding others use of social skills
- Pupils may have difficulties arising from particular SEN
- May imitate inappropriate skills that they encounter
Stop and Think..

- Communication
- Collaboration
- Assessment
- Literacy
- SSE
- Resource Building
- Support & CPD
- Leading Literacy Core Team
- Raising Awareness & Understanding
- Learning
- Teaching

Handout - Reflection
The Cognitive Foundations of Learning to Read: A Framework

1. **big picture** understanding

2. **good assessment**

3. **focused and purposeful interventions**

Handout 2: Framework
Ensure that schools prioritise the **tracking, assessment and analysis** of the **achievement** of students with special educational needs as part of the school’s self-evaluation and improvement process.

*Literacy and Numeracy for Learning and Life pg. 70*
'If I had to reduce all of educational psychology to just one principle I would say this: the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.'

Gathering Data - Assessment

Assessment Cycle

1. Identify
2. Select
3. Apply
4. Evaluate
5. Improve

SSE Six Steps

- Gather the evidence
- Analyse the evidence
- Make judgements about strengths and areas for development
- Devise a 3-year school improvement plan
- Write school self-evaluation report
- Implement and monitor improvement plan

Special Education Support Service
Assessment
Communication and Language

- What assessment procedures are used in your school?
- What assessment tests have you found useful?
- What other type of assessment information do you gather?

Activity: Discuss Handout
A Continuum of Assessment Methods

Assessment in the Primary School Curriculum NCCA Continuum of Methods

- Concept Mapping
- Questioning
- Teacher designed tasks and tests
- Teacher Observation
- Standardised Assessment
- Self-Assessment
- Portfolio Assessment
- Conferencing

STUDENT

Student leads the assessment
Teacher leads the assessment
Key to Assessment

• What do I already know

• What do I need to find out?

• Will the assessment add to your knowledge and understanding of what to do next?
Assessment: Formal

- Standardised Norm Referenced Tests
- Criterion-Referenced Assessment
- Diagnostic Testing

Glossary of Terms used in Assessment – www.sess.ie
Which Assessments?

- Validity and reliability: suitable for purpose
- Clear focus / maximal information
- Ease of administration
- Screening potential
- Diagnostic potential
- Clear directions
- Set in the context of current educational language and concerns

Does the assessment add to your knowledge and understanding of what to do now??
Literacy Skills

- **Reading**
  - Diagnostic Reading Analysis
  - York Assessment of Reading for Comprehension
  - Neale Analysis of Reading Ability
Literacy

• **Phonological Skills**
  - Sound Linkage
  - Phonological Awareness Profile
  - Phonological Abilities Test
  - South Tyneside Assessment of Phonology (STAP)

• **Spelling**
  - Diagnostic Spelling Tests 1–3
  - Graded Word Spelling Test
## Writing

### Analytical Assessment of Deaf Children’s Writing

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Include spaces between groups of alphabetical letters to resemble words?</td>
</tr>
<tr>
<td>2</td>
<td>Put words in subject–verb order (e.g. ‘mum put’ or ‘boy go’)?</td>
</tr>
<tr>
<td>3</td>
<td>Form noun and verb phrases (e.g. ‘clothes in car’ or ‘going holiday’)?</td>
</tr>
</tbody>
</table>

**No evidence**

- (uses isolated words, not forming noun or verb phrases)

**Beginning to**

- (evident once)

**Sometimes**

- (evident two or three times)

**Mostly**

- (evident present under most pictures)

**Systematically**

- (correctly all writing resembles words)

- (may have one or two errors (appropriate subject–verb order))

- (at least three-quarters of text shows some connection)

- (may have one or two isolated words (appropriate noun–verb phrases))

[www.education.ox.ac.uk/ndcs/](http://www.education.ox.ac.uk/ndcs/)
Assess Social Skills by

- Informal observation
- Structured observation
- Completion of checklist inventory
- Interview with parents
- Interview with young person
- Information gathering from staff
Assessment Workshop
Stop and Think..

Communication

Leading Literacy Core Team

Collaboration

Assessment

Resource Building

Literacy

SSE

Support & CPD

Raising Awareness & Understanding

Teaching

Learning

Handout - Reflection
Literacy Link Teachers Seminar

Key Messages

• The link teacher for literacy is a facilitator of change for improvement

• A number of key components inform the planning, teaching and assessment of literacy in the context of your school.