Literacy and Numeracy for Learning and Life
Literacy Session 2

Visual Impairment

Literacy and Numeracy for Learning and Life
1. Overview

2. Challenges

3. Assessment

4. Strategies / Interventions
Link Teacher

- Communication
- Collaboration
- Assessment
- Literacy
- Resource Building
- SSE
- Support & CPD
- Learning
- Teaching
- Raising Awareness & Understanding
- Leading Literacy Core Team
Literacy and Numeracy for Learning for Life
Definition of Literacy

Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.

*Literacy & Numeracy for Learning and Life 2011, p.*
Literacy in Early Childhood and Primary Education

NCCA Literacy Report

Skill in oral language a developmental pre-cursor to reading acquisition

Planned language learning experiences can enrich vocabulary
Language and Literacy
Rationale and Framework

The Cognitive Foundations of Learning to Read: A Framework

1. **big picture understanding**

2. **good assessment**

3. **focused and purposeful interventions**
What do we mean when we talk about communication and language?

How do we communicate?

What does communication look like in your school?
Communication and Language

Visual Impairment
Communication

Communication is the exchange of ideas, information, thoughts and feelings
Communication Process

Intention

Idea

Message

Sender

Encoding

Behaviour

Receiver

Decoding

Acknowledge

React

Respond

Special Education Support Service
Channels of Communication
Effective Interpersonal Communication

- Tolerance
- Support Materials
- Values
- Subject Area
- Behaviour
- Empathy
- Confidence
- SKILLS
- Paraphrase
- Summarise
- Questions
- Patience
- Listening
- Flexibility

Appropriate language
Methods of Communication

- COY
- CONFIDENT
- COCKY
- DISGUST
- DOUBT OR WORRY
- SNEAKY
- DEFEATED OR CONTEMPLATIVE
- DEFENSIVE
- SCARED
- SHOCK
- DISINTEREST OR BOREDOM

Special Education Support Service
Non-Linguistic

- Gesture
- Posture
- Eye Contact
- Facial Expression
- Head / Body Movement
Core Non-Verbal Communication Skills

It's all about PEOPLE

Posture and gesture
Eye contact
Orientation and position
Presentation
Looks
Emotion
Importance of Language

- Language enables us to make our needs, opinions and ideas known

- Language is important for cognitive development; without language we lack much of the raw material with which to reason and think

- Positive social interactions with other people are heavily dependent upon effective language and communication skills

- Language is important for regulating our own behaviour and responses (self-talk)

(adapted from Westwood, 2003)
Communication / Language Difficulties

- Learning disability
- Sensory disability (Hearing impairment/ visual impairment)
- Physical disability e.g. cerebral palsy
- Structural abnormality e.g. cleft palate
- Autistic spectrum disorder
- Dyspraxia (DCD)
- Dyslexia
- Specific Speech and Language Difficulty
Special Education Support Service
Expressive Language Skills

- Use of vocabulary
- Word order
- Sequencing ideas, events
- Sentence structure
- Use of verb tenses etc
- Social communication
- Asking questions
- Responding to questions
- Making requests
Pragmatics

- Irrelevant / inappropriate remarks
- Turn-taking
- Listener / speaker relationship
- Eye contact
- Staying on topic
- Limited language use
  - jokes; predict outcomes; needs / feelings; imaginative; explain; central meaning.
- Stereotypical phrases
CASE STUDY

Think of a pupil in your school. Prepare a profile. Complete the blank IEP together.
Stop and Think..

Communication

Collaboration

Assessment

Literacy

SSE

Resource Building

Support & CPD

Learning

Teaching

Raising Awareness & Understanding

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
Assessment

‘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.’

Assessment Cycle

1. Identify
2. Select
3. Apply
4. Evaluate
5. Improve
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.
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
- Student led assessment
- Conferencing
- Self-Assessment
- Standardised Assessment
- Portfolio Assessment

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?
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??
Assessment: Formal

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

Glossary of Terms used in Assessment – www.sess.ie
Assessment of Language

Language in the Curriculum

Vocabulary
- Subject Specific
- Dual Meaning
- Similar Meaning

Semantic Links
- Processing
- Listening for Information
- Checking Understanding
- Listeners Needs

Listening Skills
- Complex Grammar
- Non-literal Meaning
- Inference Reasoning
Formal Language Assessments
Literacy Skills

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