SPGLD---PART 2
The Curriculum Guidelines focus on developing students' enabling skills and on building their strengths in order to facilitate their participation in learning activities.
‘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.’

Purpose of Assessment

The purpose of collecting assessment information is to arrive at a greater understanding of the child’s needs.

However, the results of a test are limited if viewed in isolation.
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.
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 of 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?
Assessment of Communication and Language

When used as part of teaching and learning, assessment enables teachers to make critical decisions about differentiating the curriculum for students with SPGLD.

It can play a crucial role in acknowledging the student’s potential and in celebrating his/her progress and achievement.

Guidelines Severe and Profound General Learning Disabilities and Language / PRIMARY 2002
A Continuum of Assessment Methods

Assessment in the Primary School Curriculum NCCA Continuum of Methods

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

Student leads the assessment
Teacher leads the assessment
Methods of Assessment for SPGLD

The teacher's assessment of the student will begin by trying to establish the student's present level of academic, physical and motivational functioning.

Methods of assessment include:
Å Teacher observation
Å Teacher-designed tasks and tests
Å Portfolios
Recognising progress & attainment

Â Progress is about change and development.

Â For some students with SPGLD progress may be difficult to predict as these students may follow the same development pattern as their peers, but not necessarily at the same rate.
Gathering Data - Assessment

**Assessment Cycle**

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

**Literacy Core Team**

**SSE Six Steps**

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

Special Education Support Service
Stop and Think..
Focus

1. A big picture understanding
2. A good assessment
3. A focused and purposeful interventions
Literacy Session 3

Literacy and Numeracy for Learning and Life
Interventions & Strategies
Interventions & Strategies

An interactive classroom that stimulates the desire to communicate and recognises every effort at communication is essential.

Play activities have an important role in the development of communication and language.

Guidelines Severe and Profound General Learning Disabilities / Communication and Language / PRIMARY 2002
Interventions & Strategies

The following activities help to develop an understanding of concepts:

- Object permanence,
- Purposeful problem solving,
- Spatial relationships,
- Imitation of actions and sounds,
- Fine motor skills
Strategies
Receptive & Expressive Language

Â Children with SPGLD need a systematic approach to developing receptive & expressive language skills.

Â Teachers need to be deliberate in teaching language skills and this should be done in the context of play/curriculum activities.

Â Language should be embedded in what children are doing and not isolated for specific teaching each in context.

Â Some children will need to use AAC (Alternative and Augmentative Communication) in addition to or instead of spoken words eg: Objects of Reference, signs, symbols. Some may need to use technology to enable them to express themselves eg: BIGmack / SWITCHES.
Strategies
Reading

Â There are many aspects of inclusive reading in which pupils with SPGLD can participate.

Â Reading still and moving pictures are important as are identifying words and phrases in the environment and identifying sounds.
Strategies Writing

Â Children with SPGLD find learning to write very demanding and they often do not make much progress in conventional letter, word and sentence forming.

Â There are however, other ways in which children can express themselves and record what they want to say, especially using technology.
Outcome
Link Teacher

- Communication
- Collaboration
- Resource Building
- SSE
- Literacy
- Assessment
- Support & CPD
- Leading Literacy Core Team
- Raising Awareness & Understanding
- Teaching
- Learning
- Handout - Reflection
Strategies for a Lifetime

To Know it... I will learn to...

Reduce it
Highlight it
Remember it
Practice it
Teach it
Check it
Say it
Chart it
List it
1. Å big picture understanding
2. Å good assessment
3. Å focused and purposeful interventions
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.
Working Together

Norms

Å When?
Å First meeting but always thereafter

Å What?
Å Procedural & Interpersonal

Å Why?
Å Open dialogue, trust, productive work
A river without banks is a pond. Likewise, a team without relationship norms leaves itself open to potential interpersonal problems.
Your next step is...
“To effectively communicate, we must realise that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others’

Contact Details

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- Telephone: 021 4254241
- Callsave: 1850 200884
References


- Communication Matrix [www.communicationmatrix.org](http://www.communicationmatrix.org)


- NCCA SEN Guidelines [www.ncca.ie](http://www.ncca.ie)

- P Scales [www.education.gov.uk](http://www.education.gov.uk)