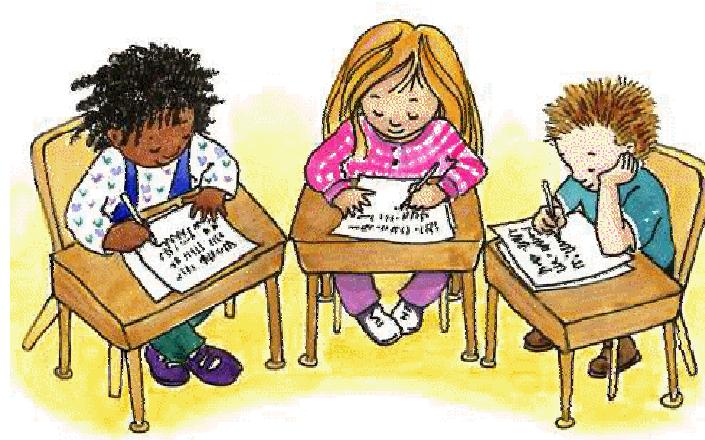


# Profiling developmental learning pathways for students with additional needs (SWANS)

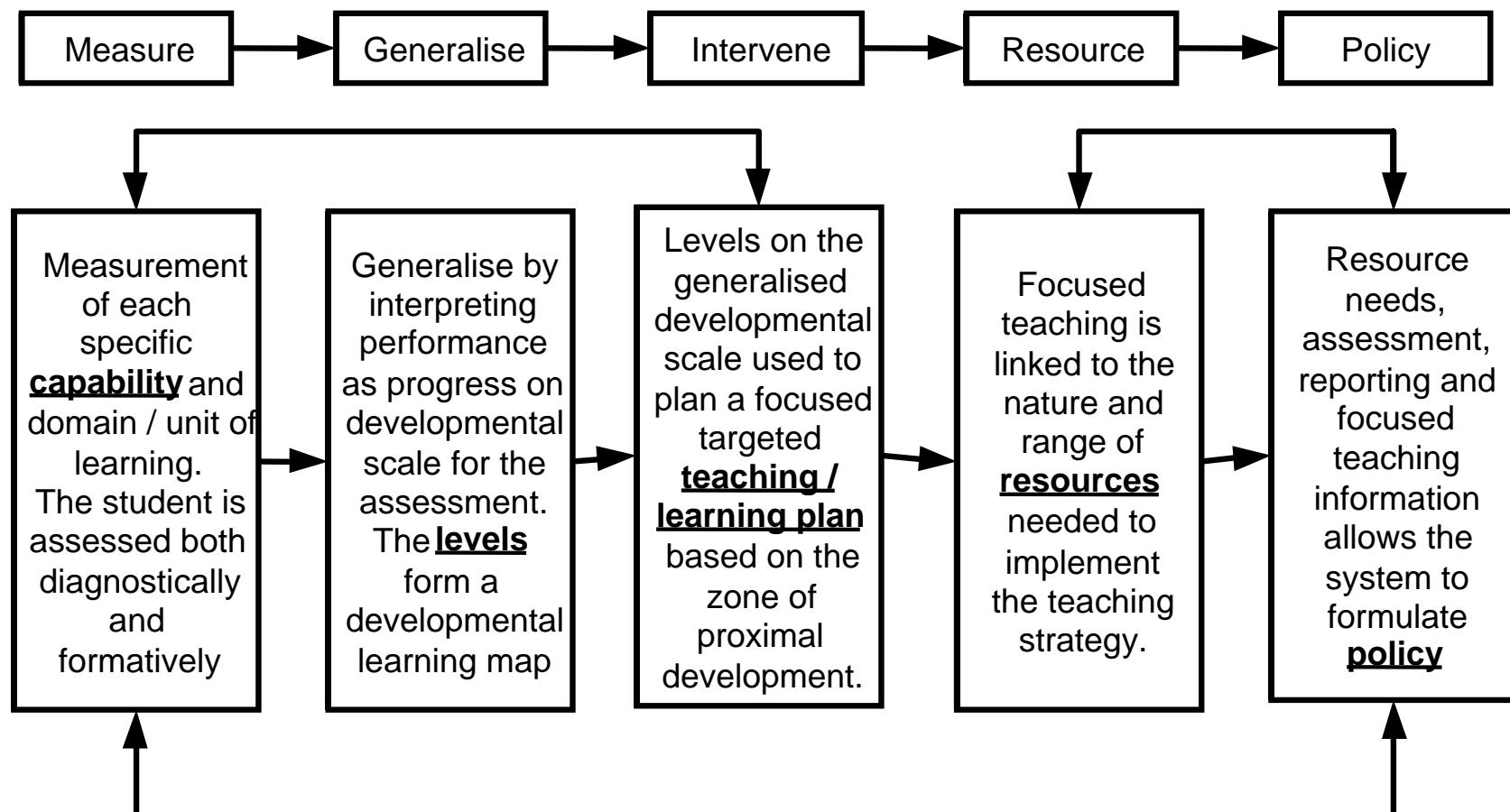


A joint ARC-funded research project between the Assessment Research Centre, University of Melbourne, the Department of Education and Early Childhood Development, and the Centre for Advanced Assessment and Therapy Services

# The questions

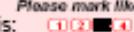
- *What* do the students learn?
  - Identify the developmental continua
    - Communications and literacy
    - Interpersonal processes
    - Intra personal development
- *How* do the students learn?
  - Interventions
    - With different disability types
    - At different levels on the continuum
  - Evidence based decision making
- *With what* do the students learn?
  - Resources
    - What materials do teachers use?
  - Teachers
    - What training do teachers need?
    - What support do teachers need?

# From Measurement to Learner-Centred Policy



Communication and Literacy  
QuestionnaireSchool Code:  
Teacher Code:  
Student Code:

## INSTRUCTIONS:

- Please use a black lead pencil to fill in the bubbles.
  - Do not use a ball point pen.
  - Please mark like this: 
  - Please mark your response like this: 
- Bubbles must be completely shaded  
Unless indicated, shade in only one rectangle.

A How many years have you been teaching students with additional needs?  
(Please count the current year as one full year)

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6 - 10 <input type="checkbox"/>	11 - 15 <input type="checkbox"/>	16 - 20 <input type="checkbox"/>	21 or more <input type="checkbox"/>	

B Do you have formal qualifications in working with student with additional needs?  No  Yes

C Have you received professional development or training in the following areas?  
(Please mark all that apply)

- Working with students with additional needs in communication, language and literacy   
Working with students with additional needs in mobility   
Working with students with additional needs in cognitive capacity   
Working with students with additional needs in social and emotional development

Please think about one of your students with additional learning needs, and answer the following questions about that student:

D What is this student's chronological age in years?

2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 and over <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------	--------------------------------------

Male Female 

E What is the gender of this student?

Yes  No  Don't know  Student did not sit the AIM test

F Did this student score below the state benchmark on the AIM test?

G In which of the following areas does this student have additional learning needs?  
(Please mark all that apply)

- Communication, language and literacy   
Mobility   
Cognitive capacity   
Social and emotional development

H Please tell us about this student and his/her additional learning needs?

<b>14. Choosing topic of communication to suit audience</b>	shade one
Communicates on topics of immediate interest to him/herself regardless of audience	<input type="checkbox"/>
Communicates about topics of interest to partner/audience, perhaps with prompting	<input type="checkbox"/>
Considers audience when choosing topics of communication, and adjusts topic to suit different audiences	<input type="checkbox"/>
Has not yet reached any of these levels	<input type="checkbox"/>

<b>15. Using gestures, eye movements and facial expression to convey meaning</b>	shade one
Responds to gesture or facial expression used in communication	<input type="checkbox"/>
Imitates facial expressions, gestures and eye movements of others	<input type="checkbox"/>
Uses gestures, physical contact, expressions and/or eye gaze to gain attention, make requests or express feelings	<input type="checkbox"/>
Changes and controls facial expression and gestures to suit the meaning of communication	<input type="checkbox"/>
Has not yet reached any of these levels	<input type="checkbox"/>

<b>16. Using volume or intensity to convey meaning</b>	shade one
Changes behaviour in response to change in volume or intensity from another	<input type="checkbox"/>
Uses volume of vocalisation or intensity of gesture to show emotion	<input type="checkbox"/>
Modifies the volume of voice (or intensity of signing) to add emphasis, and to convey emotion and meaning	<input type="checkbox"/>
Has not yet reached any of these levels	<input type="checkbox"/>

## READING: BUILDING MEANING THROUGH SYMBOLS

<b>18. Responding to photographs and pictures</b>	shade one
Responds to realistic photographs of familiar objects, perhaps by looking, touching, grasping or patting	<input type="checkbox"/>
Looks and points at realistic photographs of objects, and may ask for the name of the object	<input type="checkbox"/>
Identifies and names photographs and pictures (e.g., by saying or signing word)	<input type="checkbox"/>
Interprets ordered sequences of photographs and/or pictures to understand messages	<input type="checkbox"/>
Has not yet reached any of these levels	<input type="checkbox"/>

<b>19. Participating in reading</b>	shade one
Remains present while a story or other reading material is being read or shown	<input type="checkbox"/>
Moves into position (or chooses to join the group) while a story or other material is being read	<input type="checkbox"/>
Asks for materials to read	<input type="checkbox"/>
Independently chooses own reading materials to read in free time	<input type="checkbox"/>
Has not yet reached any of these levels	<input type="checkbox"/>

<b>20. Enjoying and relating to reading</b>	shade one
Shows enjoyment of being read to (e.g., by smiling, looking, relaxing)	<input type="checkbox"/>
Comments on or points to illustrations in reading materials	<input type="checkbox"/>
Uses characters, episodes or information from reading materials in drawings or play	<input type="checkbox"/>
Discusses, draws or writes about favourite characters or episodes from stories, or information from reading materials	<input type="checkbox"/>
Has not yet reached any of these levels	<input type="checkbox"/>



# The sample

- Involvement of 77 schools
  - 56 Specialist schools
  - 21 Mainstream schools
- Approximately 700 Teachers contributed
- Information on nearly 1700 students

# The Students

- Aged from 3 years to 18 years and over
- 66% boys
- With additional needs in:
  - communication and literacy (95%)
  - social and emotional development (88%)
  - cognitive capacity (86%)
  - mobility (25%)
- 20% from mainstream schools

# Co-occurring additional needs

- 433 students with autism spectrum disorder
- 159 students with behavioural problems or ODD
- 89 students with cerebral palsy
- 69 students with epilepsy
- 64 students with Down Syndrome
- 64 students with vision impairment
- 52 students with ADHD
- 47 students from non English speaking homes

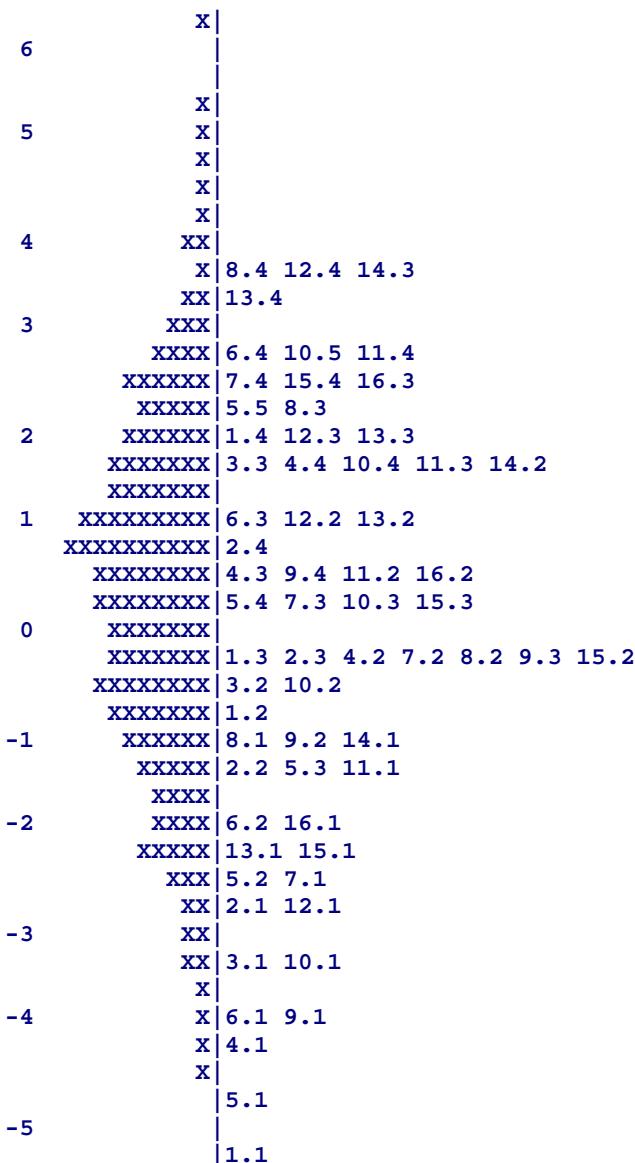
# The Teachers

- 61% with formal qualifications in teaching students with additional needs
- 73% with at least five years of experience working with students with additional needs
- Most had received PD or training in working with students with additional needs in:
  - communication and literacy (89%)
  - social and emotional development (80%)
  - cognitive capacity (74%)
  - mobility (52%)

ConQuest: Generalised Item Response Modelling Software Mon Feb 04 11:36 2008

MAP OF LATENT DISTRIBUTIONS AND THRESHOLDS

Generalised-Item Thresholds: COMMUNICATION



Each 'X' represents 11.0 cases. The labels for thresholds show the levels of item, and step, respectively

## VARIABLE MAP: COMMUNICATION

### Adaptability, Flexibility

e.g., Suggests alternatives to an unwanted object, activity or instruction.

### Generalisation

e.g., Responds to, maintains and extends communication with others.

### Observing and Using Social Rules

e.g., Pauses own speaking or actions and looks to partner for a response.

### Symbolic/Expressive

e.g., Uses a particular name or form of greeting.

### Iconic/Expressive

e.g., Draws another person's attention to something by pointing and/or vocalisation.

### Responsive

e.g., Pauses or changes behaviour in response to communication from another.

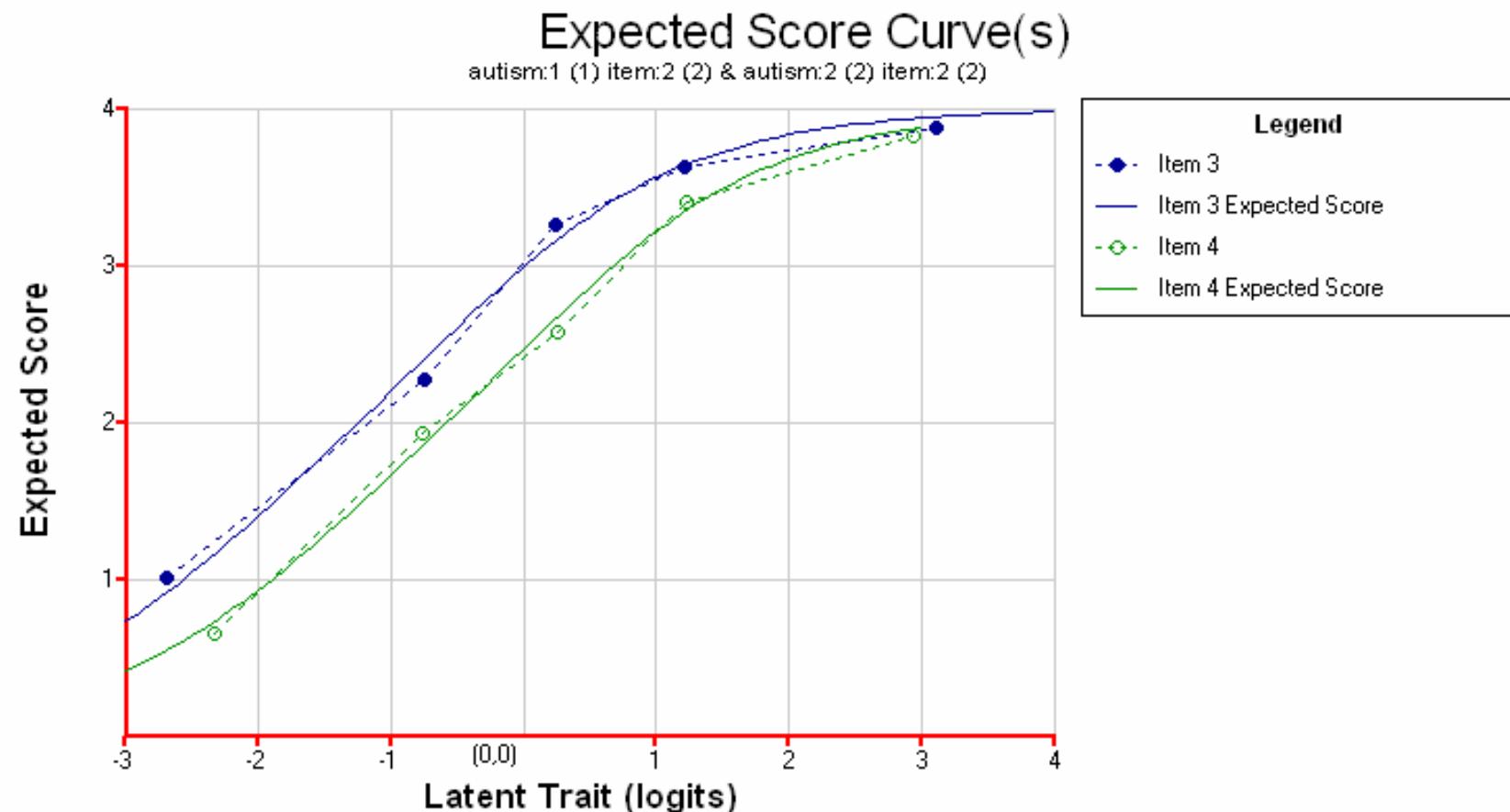
### Receptive

e.g., Recognises his/her own name.

### Reflexive

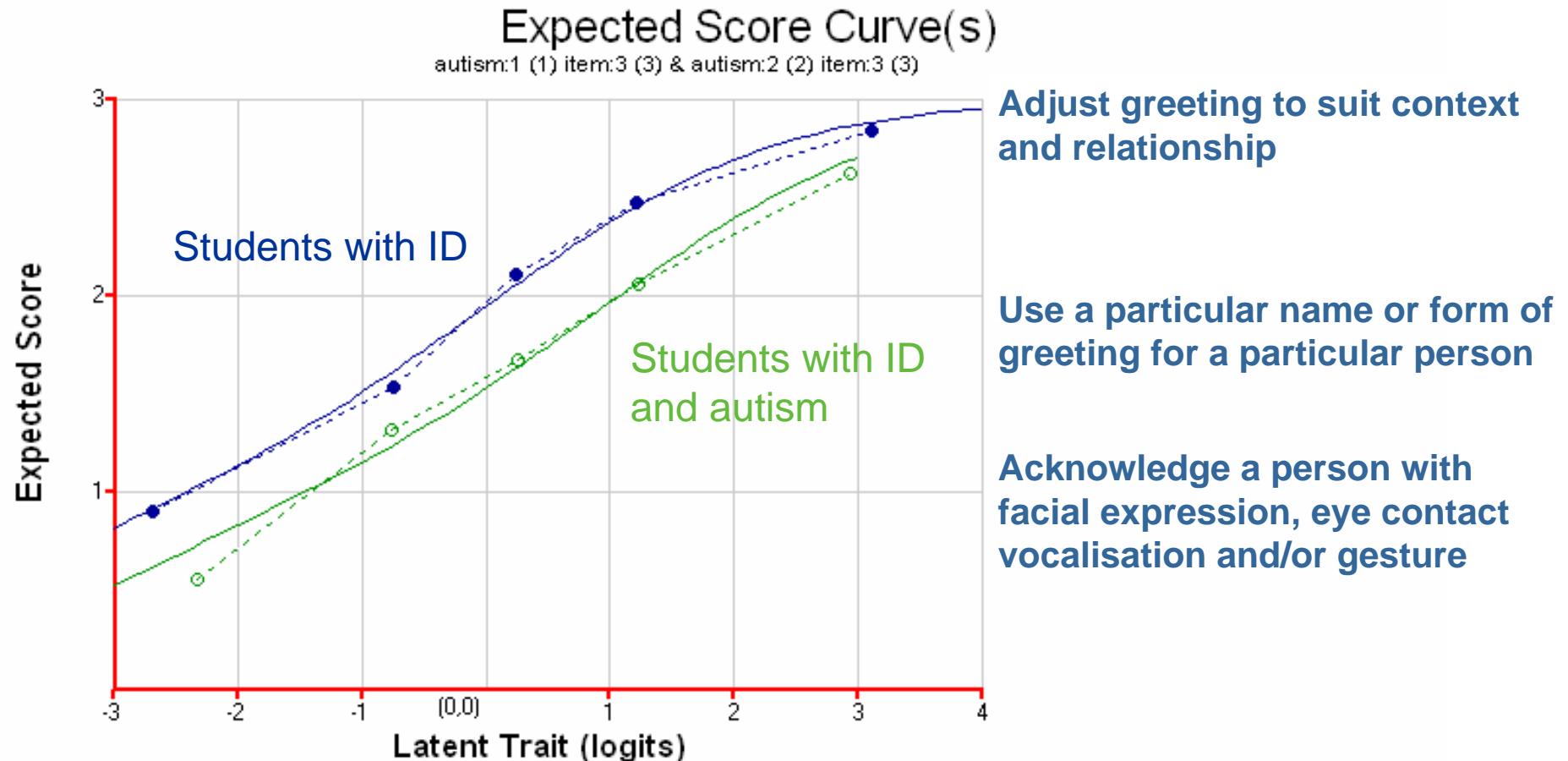
e.g., Reacts to an environmental stimulus reflexively (by startle, crying, smiling)

# Different groups of students



*Referring the attention of another to an object, person or activity*

# Looking at the impact of autism . . .



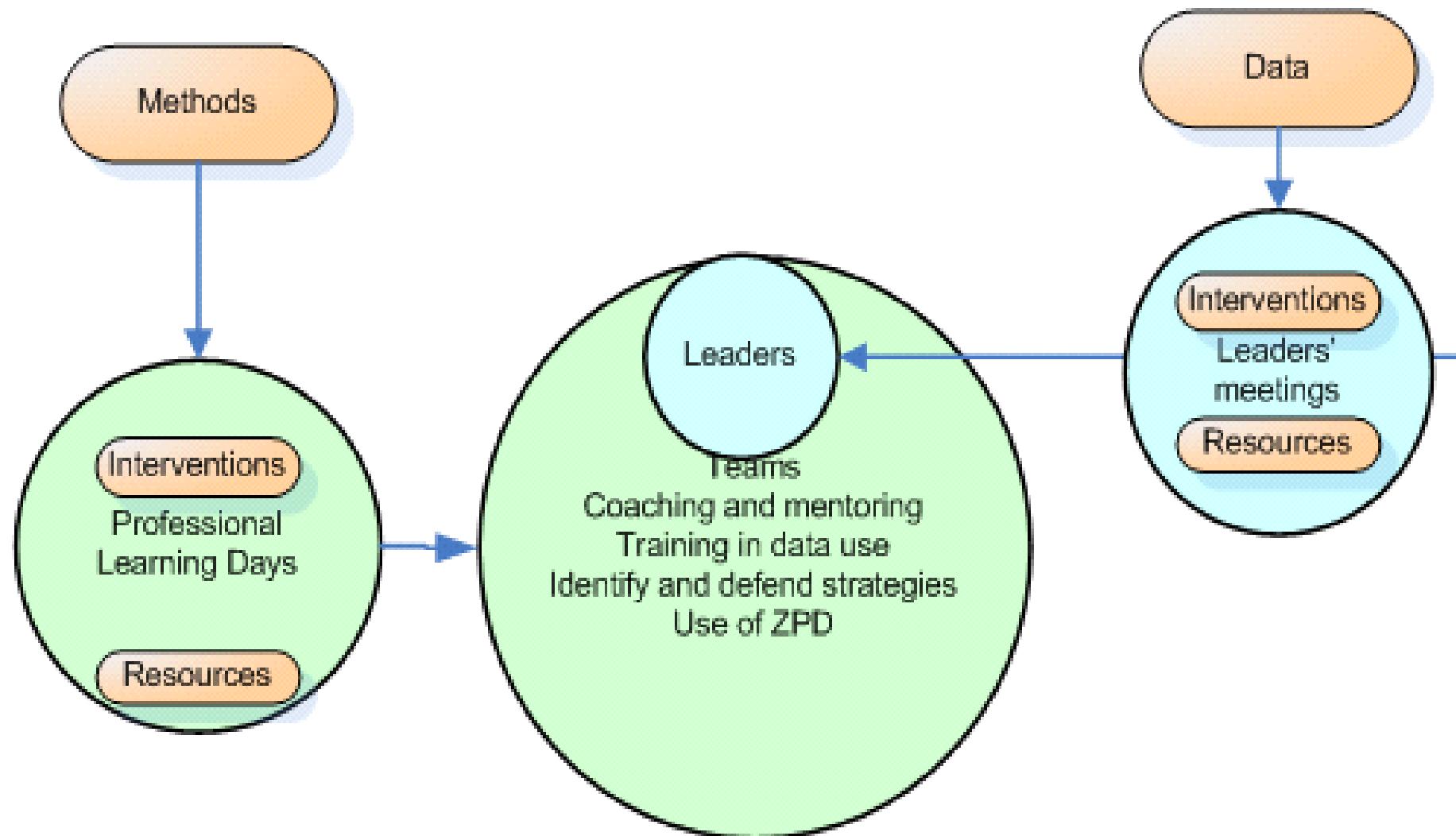
Communication Q. 3. Greeting or acknowledging a person

# The project plan ...

- 2007 Setting the process up
  - Instruments and calibration
  - Developmental continua
- 2008 monitoring
  - Observation in schools and working with teachers
- 2009 Subsequent monitoring
  - Successful movements and resources
- 2010 onwards
  - Validation and quasi experimentation
- 2011 professional development and roll out

# The when and how of 2008...

- Establishing the Profiles
  - 2008 Term 1
- Baseline monitoring
  - 2008 Term 2 (to coincide with assessment and reporting in schools)
- Subsequent monitoring
  - 2008 Term 4
  - 2009 Term 2
- Throughout 2008/2009
  - Team meetings within and between participating schools
  - Professional development
  - SWANS project team support



# The how of working with teachers ...

- Via schools targeting a variety of
  - school regions
  - school types
  - students
- Establishment of Reflective Learning Teams
  - within a school
  - across schools
- Process
  - use of data, targeted instruction and discussion/documentation

# School Process and Schedule

- Establish teaching and learning teams in the schools
- Identify the team leader for each school
- Plan a series of professional learning days for the year with specific target objectives
- Establish cross school teams
- Identify the learning area to be developed
- Construct a developmental framework
- Identify the evidence needed
- Identify the assessment approaches and methods to provide defensible evidence

# Team meetings

- Target the long and short term outcomes for each individual
- Learn to construct developmentally based assessment and learning exercises
- Monitor and discuss each of...
  - students
  - self as a teacher
  - team development
  - results of intervention
  - team operation
  - data recording and retrieval systems
  - sources of error in assessments
- Interpret all assessments in a developmental framework

This document was created with Win2PDF available at <http://www.daneprairie.com>.  
The unregistered version of Win2PDF is for evaluation or non-commercial use only.