

Summer Course DAFFODIL

Innovative Assessment of Functioning Oriented at Development and Inclusive Learning Évora (PT)



Abstract Book

Auditorium of Colégio Luís António Verney

University of Évora

September 5th - 11th of 2010



Dynamic Assessment of Functioning and Oriented at Development and Inclusive Learning
A Comenius multicultural project - 142084 - 2008 - LLP - BE - COMENIUS - CMP

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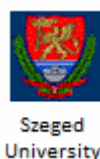
Education and Culture DG

Lifelong Learning Programme

Summer Course DAFFODIL

Innovative Assessment of Functioning Oriented at Development and Inclusive Learning Évora (PT)

PARTNERSHIPS



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**SCIENTIFIC PROGRAMME
&
INFORMATIONS**

Scientific Programme & Informations

Venue

Universidade de Evora/ CIEP

Colégio Luís António Verney

Rua Romão Ramalho, nº 59

7000-671 Évora Portugal

Purpose

Inclusive education requires new evaluation and assessment practices, which probe more into a child's capacity and potential, look at optimal conditions, have an outlook on a child's modifiability (i.e what it is not yet learning what it would be able to learn with proper mediation), its cognitive functioning, motivational and learning context (teachers - parents – peers), its specific educational needs and how to modify the child towards more effective learning. Assessment and learning are part of the same process. The result of assessment should not be a list of deficiencies, but a detailed list of recommendations what can be done to facilitate learning. Also teachers are in need to be coached towards a more optimistic outlook.

In recent years, new approaches in the domain of assessment and coaching have been developed. During the past two years, the Daffodil project has gathered groundbreaking and evidence-based approaches, which will be brought together and introduced in this 1 week seminar.

Course Objectives

1. development of insight and vision: understand how the way assessment is done favours or inhibits inclusion
2. insight: familiarize the participant with a new paradigm of contextual, needs- based, assessment looking at a child's potential
3. knowledge: introduce participants to some of the innovative assessment systems which are dynamic, interactive, contextual and processual
4. attitude: learn to "think contextually" when you do assessment: how a child functions in relation to his environment; evaluating also the educational context while evaluating a child
5. insight: learn to design assessment plans oriented at maximalizing activities and participation in inclusive education

Beginning competencies

6. basic knowledge about child development
7. basic knowledge about content and methods of classic school psychological testing
8. basic knowledge about SEN
9. basic understanding about the social model of disability
10. basic knowledge about social-constructive models of intelligence
11. basic knowledge about inclusive education



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Outcome competencies

After the course, you will:

1. be able to critically evaluate your own practice regarding assessment, whether it hinders or favours inclusion
2. be able to critically evaluate the goals of assessment, and the use of methods in function of its goals; be able to decide when to use and not to use psychometric methods and when to use alternatives
3. have some introductory knowledge about dynamic, interactive, functional, contextual inclusive assessment systems; know about different approaches, be able to critically compare and evaluate these methods
4. know what functional, needs-based assessment is
5. know and apply basic principles of coaching towards inclusion
6. understand the basics of the model of ICF to plan educational interventions
7. be able to plan a functional, needs-based, child assessment

Documentation

List of documents: see separate sheet

Evaluation

Evaluation of the outcome competences will consist of a portfolio, compiled during the course of the week. Portfolio evaluation will be done according to criteria of completeness and quality of materials.

See separate information documents

Accreditation

National Bureau of Teacher Training Portugal: FOCO/University of Évora, certificate 2 ECTS credits after portfolio evaluation

Practical information

Summer Course Permanent Secretariate Room

ciep@uevora.pt

Dra. Catarina Dias cdias@uevora.pt Tel. +351 266 768052

Meals

Lunches are provided.

Evening meals: on Monday, Tuesday, Wednesday, Thursday & Friday: everyone takes care of himself

On Sunday evening: Welcome reception



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Day-to-day schedule

Hour	Date	Leader	Room
<u>Sunday, September 5th 2010</u>			
17:00	Registration	Catarina Dias	Hall of Auditorium 2
19:00	Welcome. Introducing Daffodil project	Adelinda Candeias Luisa Grácio & Jo Lebeer	Auditorium 2
	Getting to know each other: in small groups, what you do; What is the situation with inclusive education in your country?	Adelinda Candeias, Luisa Grácio & Jo Lebeer	
20:00	Welcome reception (provided)	Adelinda Candeias	Room 0.66
<u>Monday, September 6th 2010</u>			
09:00	Session 1		Auditorium 2
	General introduction: "Assessment in the light of the principles for inclusive education"		
	Overview of the week: schedule, purposes, expected outcomes, practical issues, explaining the working methods and portfolio evaluation	Jo Lebeer, Adelinda Candeias & Luisa Grácio	
	Reflection: assessing your own learning needs regarding this workshops; where am I now? What do I already know? (first individual, then share in groups of 3)	Beno Schraepen	
	What do we understand by inclusive education? What vision on society do we have? What vision on learning?	Beno Schraepen	
10:45	Coffee break		Room 0.66
11:15	Reflection on assessment: what is its purpose? Why do we assess? What do we want from assessment? What are the current problems with assessment? What are obstacles, what are your experiences? What is missing in the assessment reports? (self-reflection+ share in different groups)	Gunvor Sønnesyn	Auditorium 2
	What are the "core concepts" of Daffodil (present the Daffodil guidelines as a kind of "read thread" running through the week; in the last session, these will be discussed and corrected	Petri Partanen	

13:00	Lunch (provided)		Refectory
15:00	Session 2 A model of functional, contextual, action-oriented, needs-based assessment	Hugo Van de Veire & team	Auditorium 2
	Principles of action-oriented, needs-based assessment	Hugo Van de Veire & team	
16:30	Coffee break		Room 0.66
16:50	Implementation of action-oriented, needs-based assessment How to involve all parties concerned: child, psychologists, parents, school	Hugo Van de Veire & team	Auditorium 2
18:00-19:00	Portfolio time: individual or small group work		Auditorium2/2a
19.30-20.30	Reception in the City Hall of Évora 1. President's Welcome 2. Cocktail 3. Alentejo traditional songs (chorus)	Luísa Grácio & Mónica Rebocho	Évora City Hall
<u>Tuesday, September 7th 2010</u>			
09:00	Session 3 Dynamic assessment of learning propensity and modifiability	Jo Lebeer & Kristina Bohács	Auditorium 2
	Why Dynamic Assessment - Shortcomings of static assessment. Case analysis	Jo Lebeer & Kristina Bohács	
	Dynamic vs. static assessment; history & framework , Overview of various methods	Jo Lebeer	
	Introduction to Feuerstein's concept of LPAD (Learning Propensity Assessment)– based on the concept of structural cognitive modifiability Introduction to instruments and practice	Jo Lebeer	
10:45	Coffee break		Room 0.66
11:15	Demonstration of LPAD practice/ case studies (demonstrations)	Krisztina Bohacs & Jo Lebeer	Auditorium 2

	Experience with LPAD & dynamic assessment	Jo Lebeer & Reka Janos	
13:00	Lunch (provided)		Refectory
15:00	Session 4		Auditorium 2
	Introduction to Cognitive Assessment System		
	Vitor Cruz, Adelinda Candeias & Gunvor Sønnesyn		
	Principle of CAS: cognitive assessment as designed by Das & Naglieri PASS theory: Planning – Attention – Simultaneous – Successive + examples from everyday life, kindergarten and school of how these processes are active in several activities	Vitor Cruz & Gunvor Sønnesyn	
	Demonstration of instruments/ getting some experience	Vitor Cruz & Ana Cristina Rosário	
16:30	Coffee break		Room 0.66
16:50	Applying tasks that are relevant to school subjects or an other learning objective	Vitor Cruz	Auditorium 2
	Experience with CAS in Portugal & Norway	Vitor Cruz, Ana Cristina Rosário & Gunvor Sønnesyn	
18:00-19:00	Portfolio time		Auditorium2/2a
18:30-20:30	Staff meeting for the Daffodil core partner		Room 128
<u>Wednesday, September 8th 2010</u>			
09:00	Session 5		Auditorium 2
	Facilitating conceptual change in assessment towards inclusive education		
	Facilitating conceptual change & Consultation model in Sweden	Petri Partanen	
10:45	Coffee break		Room 0.66

11:15	Conceptual change towards inclusive education; working with the +Index for Inclusion consultation in schools	Beno Schraepen	Auditorium 2
13:00	Lunch (provided)		Refectory
15:00	Session 6		Auditorium 2
	Children with challenging behaviour		
	Looking at challenging behaviour with a different look: How to look at children differently? Small group work	Jo Lebeer & Beno Schraepen	
	System theory and reductionism	• Jo Lebeer	
16:30	Coffee break		Room 0.66
16:50	Experience with children with autistic spectrum behaviour	Edit Maior	Auditorium 2
18:00	Portfolio time		Auditorium2/2a
19:00	Cultural event		
Thursday, September 9th 2010			
09:00	Session 7		Auditorium 2
	Assessing prerequisites of reading/ numeracy skills and writing skills		
	Assessing prerequisites of learning – acquisition or reading and maths skillss (basic conceptual systems)	Andreas Hansen	
10:45	Coffee break		Room 0.66
11:15	How to assess understanding of mathematics in a dynamic way	Gunvor Sønnesyn	Auditorium 2
13:00	Lunch (provided)		Refectory
15:00	Session 8		Auditorium 2
	Learning of competencies and differentiated assessment		
	Luísa Grácio, Adelinda Candeias, Mónica Rebocho, Helena Palma & João Silva		
15:00	Inclusive assessment and intervention	Luísa Grácio	

15:30	Demonstration practice: "carpet storyteller"	Helena Palma & Mónica Rebocho	
16:10	Self-assessment competencies - How can we individualize assessment of learning of competencies?	Mónica Rebocho & Luísa Grácio	
16:20	Coffee break		Room 0.66
16:45	Demonstration practice: "corporal kinesthetic activity/dance"	Helena Palma	
17:45	How competences' learning could be assessed by portfolios? How to develop portfolios as tools to improve teaching and learning in inclusive settings –Principles of portfolio assessment Portfolio in children with SEN	João Silva	Auditorium 2
18:00	Portfolio time		Auditorium 2/2a
19:00-20:30	Meeting of the Editorial Committee of Daffodil working group on the Book publication	Jo Lebeer, Adelinda Candeias & Luísa Grácio	Room 128
<u>Friday, September 10th 2010</u>			
	Session 9		
09:00	Functional assessment based on ICF (International Classification of Functioning, Disability & Health)		
09:00	Introduction: Model of use of ICF to chart the special educational and functional needs in children with disability	Jo Lebeer	Auditorium 2
09:30	Assessing functions of children with chronic illness in function of inclusive education	Inge Van Trimpont	
10:45	Coffee break		Room 0.66
11:15	Experience and criticism with ICF in education in Portugal	Adelinda Candeias & Maria José Saragoça	Auditorium 2
12:00	Exercise practicum ICF	Adelinda Candeias & Maria José Saragoça	
13:00	Lunch (provided)		Refectory

15:00	Session 10		Auditorium 2
	Towards a synthesis: inclusive assessment		
	Discuss the "Daffodil Guidelines", try to come to a consensus; small group discussion followed by Plenary: small group leaders report	Petri Partanen	
16:45	Coffee break		Room 0.66
17:00	Workshop evaluation: where do you stand now? What have you learned? Fill in portfolio + evaluation sheets+ share in small groups	Adelinda Candeias, Luísa Grácio & Jo Lebeer	Auditorium 2
18:00	Cultural Event End		Auditorium 2
<u>Saturday September 11th 2010</u>			
09:00	Further individual supervision of portfolios, if needed	On request	Auditorium 2
12:00	Deadline of handing in portfolio		

Working methods

A minimum of presentations

A maximum of interactive learning and reflective learning

Small group learning as well as individually

Looking up information

Peer-mediated learning

Workshop leaders and contributors

- *Araujo Candeias Adelinda* PhD: psychologist trained in cognitive psychology and psychological assessment. PhD on the subject of cognitive assessment of interpersonal problem solving of children and youngsters; educational and clinical practice, teaches psychological assessment at Department of Psychology from University of Évora (Portugal), as well as psychological assessment in educational and professional contexts in post-graduate training (Master degree in psychology and education, PhD in Psychology and in-service teachers and psychologists training).
- *Bohács Krisztina*: linguist; Director of Mediated Learning Centre in Budapest (Hungary), for children with developmental and learning disabilities after school hours. She is now doing her PhD at the University of Szeged under supervision of prof. B. Csapo on the subject of cognitive intervention based on MLE/Instrumental Enrichment.
- *Cruz Vitor* PhD: PhD on the subject of special education. Teaches assessment and intervention in developmental disabilities, particularly in Specific Learning Disabilities, at Technical University of Lisbon. Coordinates the master degree in Special Education. Research and practices in Learning Disabilities, Reading and Reading Disabilities, Cognitive Education, Intelligence and Cognition.
- *Fonseca Grácio Maria Luísa* PhD: educational psychologist trained in systemic and cognitive perspectives, PhD on the subject of thought and learning in various age/academic levels. Teaches psychological intervention in educational contexts and learning, PhD in Psychology, in-service teachers and psychologist training at the Department of Psychology from University of Évora (Portugal). Integrates the coordination team of Master degree in Special Needs and coordinates the master degree "Children in Different Educational Contexts". Research and practices in skills' development, learning improvement (self regulation, strategies of learning, metacognition and inclusion).
- *Hansen Andreas* PhD, Harstad (Norway), works for the School Psychological Services in the National Inclusion Support Organisation "Statped" in Northern Norway. He is also on the Board of Pedverket and a specialist in Concept Teaching Model, on which he made his PhD.
- *Janos Reka*, psychologist, Director of the Master programme in School Psychology, Babes-Bolyai University, Cluj-Napoca, Romania; is making her PhD.
- *Lebeer Jo* MD PhD, medical doctor; associate professor University of Antwerp (Belgium), co-director of Project INCENA (Inclusion & Enablement), co-ordinator of Daffodil project; he works clinically with children & adults with developmental or acquired brain disturbance in evaluating learning potential and setting up & counselling inclusive & learning enhancement projects in Belgium, The Netherlands, Italy & Paris; he teaches Disability Studies at the University of Antwerp, and conducted seminars on modifiability, ecology and plasticity and inclusion in Europe, South-America and Asia. He was the editor of "*INSIDE. How to activate cognitive development of children with or at risk of developmental or learning problems inside the educational system?*" Southsea (UK) and "Inclus: clues to inclusive & cognitive education". Teaches Instrumental Enrichment and Learning Potential Assessment based on Feuerstein's theory of Structural Cognitive Modifiability.
- *Maior Edit*, psychologist, involved in the assessment and therapy process of autistic children at the Autism Transylvania Association. Main area of interests: children with Autistic Disorder, Asperger



Syndrome, socially withdrawn children. She is Involved in projects aiming the inclusive education and social integration of autistic children.

- *Orbán Réka*, Phd , special education specialist, member of the Department of Applied Psychology of the Babes-Bolyai University in Cluj-Napoca (Romania); involved in the training of special education teachers. Main area of interests: children with cognitive deficiencies, early intervention, inclusive learning. She is involved in several NGO programs for children with cognitive deficiencies.
- *Palma Helena* She has a Master in Education- Social and Personal Development and collaborates with The Research Center on Education and Psychology (CIEP) – University of Évora (Portugal). She is a kindergarten teacher and she works with children and young people with special education needs (SEN).
- *Partanen Petri*: lic. educ. psychologist, working as a trainer and supervisor in Sweden. Conducting research at Mid Sweden University in the field of intelligence, metacognition and learning. International training in Dynamic Assessment and Cognitive Education. Author of book "*From Vygotskij to learning dialogues*" (2008, in Swedish)
- *Rosário Ana Cristina*: started her PhD in Psychology in University of Évora. Her research field is cognitive assessment and intervention (the PASS Theory), and collaborates with Research Center on Education and Psychology (CIEP) – University of Évora (Portugal). She works as an educational psychologist in the department of Psychology and School Guidance in the Group of Schools (N4) from Évora. She has an Master in Psychology of Education;
- *Rebocho Mónica* She has an Master in Psychology of Education. Started her PhD in Psychology at University of Évora (Portugal) and collaborates with Research Center on Education and Psychology (CIEP) – University of Évora (Portugal). Her research field is Using Portfolios to intervention and assessment with Children with SEN. She is a Teacher and work with children with developmental and learning disabilities. She also belongs to a multidimensional team composed by a speech therapist, Psychologists, social assistant, sociologists and others teachers. This team works to help to integrate children with SEN. They want to improve Children performance and to contribute for a real inclusive school.
- *Saragoça, Maria José*, Started her MD in Special Education in the University of Évora. She is a teacher of Special Educational Needs. Now, she works at the local Office of the Ministry of Education (Direcção Regional de Educação do Alentejo). She is responsible for facilitating and monitoring the inclusion of children with special educational needs in mainstream schools in Alentejo.
- *Schraepen Beno*, educational psychologist, lecturer at the Plantijn College for Special Needs Pedagogy (Antwerp, Belgium) and co-director of Project INCENA (Inclusion & Enablement); conducted research on inclusive education and has extensive experience with school-based inclusive counselling
- *Silva, João*. He is completing his Master in Educational Psychology at the University of Évora. Feels good to work with children and young people in schools, particularly at the level of transition processes and educational/social inclusion. He also has worked and investigated on the use and potential of Portfolios for teachers and students (with and without special needs). Currently, he collaborates with **Research Center on Education and Psychology (CIEP) –University of Évora (Portugal) in several initiatives and projects.*
- *Sønnesyn Gunvor*: Master of educational science. She has taught for years in a primary school in Voss (Norway), for five years in the school psychology service, and she is now senior consultant in Pedverket Kompetanse. She edited Nyborg's Concept Teaching Model into a teacher training manual "Grunnlaget", translated into English, Dutch, Romanian, Hungarian, Latvian during Inside and Includes projects; and she is the author of Mattis og Mattea, mathematic schoolbooks for the first two grades. Currently she is working in several fields, of which dynamic assessment of mathematical thinking is one; implementation of Cognitive Assessment System (CAS) in Norway.
- *Van de Veire Hugo*, psychologist, Director of the People Support Centre VCLB, Gent, Belgium. President of the Working Group on Action & Needs-based Assessment; has done research on

special needs assessment in the context of inclusion and published a book together with Noelle Pameijer on on Action& Needs-based Assessment.

- *Van Trimpont Inge* MD , medical doctor (National Director of post-graduate training in the School Psychological Services of the Public Education System, Brussels; also researcher at Catholic Leuven University (Belgium), in the Department of Youth & Student Health on the subject of inclusion of chronically ill children and ICF.



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Acknowledgements

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- Local Office of the Ministry of Education
- City Hall of Évora
- Technical University of Lisbon
- Group of schools of Montargil
- Group of schools nº 4 de Évora
- Group of schools of Estremoz
- University of Évora
- Axa Seguros
- A Borrachinha
- Santander Totta
- Caixa Geral de Depósitos
- Tourism Office
- Dr^a Graça Amante – Arraiolos.

Workshop organizers:

Adelinda Candeias, Luísa Grácio, Mónica Rebocho, Maria José Saragoça; Cristina Rosário; Vítor Cruz; Maria Helena Palma; João Silva (Portugal)

Secretarial Assistance:

Catarina Dias (Coord).



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Programa Científico e Informações

Local

Universidade de Évora/ CIEP

Colégio Luís António Verney

Rua Romão Ramalho, nº 59

7000-671 Évora Portugal

Propósito

A Educação Inclusiva exige novas práticas avaliativas, que explorem mais a capacidade e o potencial das crianças, que procurem melhores condições, que atendam a uma perspectiva de modificabilidade da criança (i.e que não está aprendendo o que seria capaz de aprender com uma mediação adequada), ao seu funcionamento cognitivo, motivacional e contexto de aprendizagem (professores – pais - pares) e às suas necessidades educativas específicas. A avaliação e a aprendizagem são parte do mesmo processo. O resultado da avaliação não deve ser uma lista de deficiências, mas uma lista detalhada de recomendações do que pode ser feito para facilitar a Aprendizagem. Também os professores precisam de ser orientados para uma perspectiva mais optimista.

Recentemente, novas abordagens no domínio da avaliação e *Coaching* têm sido desenvolvidas. Durante os últimos dois anos, o projecto Daffodil tem reunido abordagens inovadoras e baseadas em evidências que serão apresentadas neste primeiro seminário.

Objectivos do Curso

1. Compreender de que forma a avaliação favorece ou inibe a inclusão.
2. Familiarizar-se com um novo paradigma de avaliação contextual, baseado nas necessidades e no potencial da criança.
3. Conhecer alguns dos sistemas de avaliação inovadores (dinâmicos, interactivos, contextuais e processuais).
4. Pensar contextualmente a avaliação: funcionamento da criança no seu ambiente e avaliação do contexto educativo.
5. Conceber planos de avaliação orientados para a maximização das actividades e da participação em educação inclusiva.

Competências Iniciais

6. Conhecimentos básicos sobre o desenvolvimento da criança
7. Conhecimentos básicos sobre a teoria clássica dos testes de avaliação psicológica
8. Conhecimentos básicos sobre NEE's
9. Compreensão básica sobre modelo social de incapacidade
10. Conhecimentos básicos sobre modelos sócio-construtivistas da inteligência
11. Conhecimentos básicos sobre educação inclusiva



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"Este projecto foi financiado com o apoio da Comissão Europeia, o Programa de Aprendizagem ao Longa Vida. Este documento reflecte apenas a perspectiva dos autores, e a Comissão não pode ser responsabilizada por qualquer uso que possa ser feita da informação aqui contida."

Competências Finais

No final do curso, o participante deverá:

1. Ser capaz de avaliar criticamente as suas próprias práticas de avaliação.
2. Ser capaz de avaliar criticamente os objectivos e métodos da avaliação e a coerência entre os mesmos.
3. Adquirir conhecimentos sobre sistemas avaliativos, dinâmicos, interactivos, funcionais, contextuais e inclusivos.
4. Conhecer o modelo e as práticas da avaliação funcional baseada nas necessidades.
5. Conhecer e aplicar princípios básicos de *Coaching* com vista à inclusão.
6. Compreender os princípios básicos da CIF e as suas relações/orientações no planeamento da intervenção educativa.
7. Ser capaz de planear uma avaliação funcional baseada nas necessidades da criança.

Documentação

Lista de documentos: ver documento anexo

Avaliação

Avaliação das competências finais consistirá num portefólio construído ao longo do curso.

A avaliação do portefólio será feita de acordo com critérios de qualidade dos materiais.

Ver documentos informativos em anexo.

Acreditação

Agência Nacional de Formação de Professores Portugal: FOCO/Universidade de Évora, certificação de 2 ECTS de crédito após avaliação do portefólio.

Informação Prática

Espaço de Secretariado permanente do Curso de Verão

ciep@uevora.pt

Dra. Catarina Dias cdias@uevora.pt Tel. +351 266 768050

Refeições

Os almoços estão incluídos.

Jantares: na Segunda, Terça, Quarta, Quinta e Sexta: por conta própria.

Domingo à noite: Recepção de Boas-Vindas.

Programação Diária

Hora	Data	Líder	Sala
<u>Domingo, 5 de Setembro de 2010</u>			
17:00	Registo dos participantes	Catarina Dias	Entrada do Auditório 2
19:00	Sessão de Abertura Apresentação do projecto Daffodil	Adelinda Candeias, Luisa Grácio e Jo Lebeer	Auditório 2
	Conhecer o outro: em pequenos grupos – O que é que fazem?; Qual a situação da educação inclusiva no vosso país?	Jo Lebeer, Adelinda Candeias e Luisa Grácio	
20:00	Recepção de boas-vindas	Adelinda Candeias	Sala 0.66
<u>Segunda-Feira, 6 de Setembro de 2010</u>			
09:00	Sessão 1		Auditório 2
	Introdução Geral: Avaliação à luz dos princípios da educação inclusiva		
	Visão da semana: cronograma, objectivos, expectativas, questões práticas, explicação dos métodos de trabalho e da forma de avaliação do portefólio	Jo Lebeer, Adelinda Candeias e Luisa Grácio	
	Reflexão: avaliar as necessidades de aprendizagem pessoais de acordo com estes workshops; onde estou eu agora? O que é que eu já sei? (primeiro individualmente, depois em pequenos grupos)	Beno Schraepen	
	O que compreendemos por educação inclusiva? Que visão da sociedade temos? Que visão sobre a aprendizagem?	Beno Schraepen	
10:45	Coffee break		Sala 0.66
11:15	Reflexão sobre a avaliação: qual o objectivo? Porque avaliamos? Que pretendemos da avaliação? Quais são os problemas actuais com a avaliação? Quais os obstáculos, quais as vossas experiências? O que falta nos relatórios de avaliação? (auto-reflexão + partilha em diferentes grupos)	Gunvor Sønnesyn	Auditório 2
	Quais os "conceitos fundamentais" do Daffodil (apresentar as linhas orientadoras do Daffodil como um "fio condutor" ao longo da semana; na última sessão serão discutidos e corrigidos)	Petri Partanen	Auditório 2

13:00	Almoço		Refeitório
15:00	Sessão 2 Um modelo de avaliação funcional, contextual e orientada para a acção	Hugo Van de Veire e colaboradores	Auditório 2
	Princípios orientados para acção, baseados nas necessidades da avaliação	Hugo Van de Veire e colaboradores	Auditório 2
16:30	Coffee break		Sala 0.66
16:50	Avaliação da implementação das "acções orientadas" baseadas nas necessidades Como envolver todas as partes envolvidas: crianças, psicólogos, pais, escola	Hugo Van de Veire e colaboradores	Auditório 2
18:00-19:00	Tempo para elaboração de Portefólio: individualmente ou em pequenos grupos		Auditório 2/2a
19.30-20.30	Recepção na Câmara Municipal de Évora 1. Boas-vindas pelo Presidente 2. Cocktail 3. Canções tradicionais do Alentejo (coro)	Lúisa Grácio e Mónica Rebocho	Câmara Municipal de Évora
<u>Terça-Feira, 7 de Setembro de 2010</u>			
09:00	Sessão 3 Avaliação dinâmica da modificabilidade e propensão para a aprendizagem	Jo Lebeer e Kristina Bohács	Auditório 2
	O porquê da avaliação dinâmica – deficiências da avaliação estática. Estudo de caso	Jo Lebeer e Kristina Bohács	
	Avaliação dinâmica versus avaliação estática; História e enquadramento; Visão global sobre os vários métodos	Jo Lebeer	
	Introdução ao conceito LPAD (<i>Learning Propensity Assessment</i>) de Feuerstein, baseado no conceito de modificabilidade cognitiva; Introdução aos instrumentos e práticas	Jo Lebeer	
10:45	Coffee break		Sala 0.66
11:15	Demonstração da prática LPAD/ estudos de caso (demonstrações)	Krisztina Bohacs e Jo Lebeer	Auditório 2

	Experiência com LPAD e avaliação dinâmica	Jo Lebeer e Reka Janos	Auditório 2
13:00	Almoço		Refeitório
15:00	Sessão 4 Introdução ao Sistema de Avaliação Cognitiva	Vitor Cruz, Adelinda Candeias e Gunvor Sønnesyn	Auditório 2
	Pressupostos do SAC: a avaliação cognitiva concebida por Das & Naglieri Teoria PASS: Planeamento – Atenção – Simultâneo – Successivo + exemplos do dia-a-dia, como estes processos estão activos em diversas actividades de creches e escolas	Vitor Cruz e Gunvor Sønnesyn	
	Apresentação do instrumento/estudos realizados com o SAC na Noruega e em Portugal	Vitor Cruz e Ana Cristina Rosário	
16:30	Coffee break		Sala 0.66
16:50	Aplicação de tarefas relevantes para os conteúdos escolares e outros objectivos de aprendizagem objectiva	Vitor Cruz	Auditório 2
	Experiência com SAC em Portugal e na Noruega	Vitor Cruz, Ana Cristina Rosário e Gunvor Sønnesyn	
18:00- 19:00	Tempo para elaboração de Portefólio		Auditório 2/2a
18:30- 20:30	Reunião de parceiros do Daffodil		Sala 128
<u>Quarta-Feira, 8 de Setembro de 2010</u>			
09:00	Sessão 5 Facilitação da mudança conceptual na avaliação direccionada para a Educação Inclusiva	Petri Partanen e Beno Schraepen	Auditório 2
	Facilitar a mudança conceptual e modelo de consulta na Suécia	Petri Partanen	
10:45	Coffee break		Sala 0.66
11:15	Mudança conceptual promotora da educação inclusiva; trabalhando com o Índice para a Inclusão	Beno Schraepen	Auditório 2

13:00	Almoço		Refeitório
15:00	Sessão 6 Crianças com comportamentos desafiantes		Auditório 2
	Analisando o comportamento desafiador com uma visão diferente: como olhar para as crianças de forma diferente? Trabalho em pequenos grupos.	Jo Lebeer e Beno Schraepen	
	Teoria sistémica e reduccionismo	Jo Lebeer	Auditório 2
16:30	Coffee break		Room 0.66
16:50	Experiência com crianças com comportamentos do espectro do autismo	Edit Maior	Auditório 2
18:00	Tempo para elaboração de Portefólio		Auditório 2/2a
19:00	Momento Cultural		
<u>Quinta-feira, 9 de Setembro de 2010</u>			
09:00	Sessão 7 Avaliação das competências de leitura, escrita e cálculo		Auditório 2
	Avaliação de pré-requisitos de aprendizagem – aquisição de competências de leitura e cálculo	Andreas Hansen	
10:45	Coffee break		Sala 0.66
	Como avaliar compreensão da matemática de forma dinâmica	Gunvor Sønnesyn	Auditório 2
13:00	Almoço		Refeitório
15:00	Sessão 8 Aprendizagem de competências e avaliação diferenciada		Auditório 2
		Luísa Grácio, Adelinda Candeias, Mónica Rebocho Helena Palma e João Silva	
15:00	Avaliação inclusiva e intervenção	Luísa Grácio	
15:30	Demonstração prática: “tapete contador de histórias”	Helena Palma e Mónica Rebocho	

16:10	Auto-avaliação de competências Como podemos individualizar a avaliação da aprendizagem das competências?	Mónica Rebocho e Luísa Grácio	Auditório 2
16:20	Coffee break		Sala 0.66
16:45	Demonstração prática: "actividade cinestésico-corporal/ dança"	Helena Palma	Auditório 2
17:45	Como a aprendizagem de competências pode ser avaliada através de portefólios? Como desenvolver portefólios como ferramentas para melhorar o ensino e a aprendizagem em contextos inclusivos – princípios da avaliação de portefólios Portefólio em crianças com NEE's	João Silva	
18:00	Tempo para elaboração de Portefólio		
19:00- 20:30	Reunião do Comité Editorial para publicação do Livro do Daffodil	Jo Lebeer, Adelinda Candeias e Luísa Grácio	
<u>Sexta-Feira, 10 de Setembro de 2010</u>			
09:00	Sessão 9 Avaliação funcional baseada na CIF		
	Apresentação: Modelo de uso da CIF nas necessidades educativas especiais e funcionais de crianças com incapacidade	Jo Lebeer	Auditório 2
	Avaliação da funcionalidade em crianças com doença crónica em contexto de educação inclusiva	Inge van Trimpont	
10:45	Coffee break		Sala 0.66
11:15	Reflectindo a experiência de utilização da CIF na educação em Portugal	Adelinda Candeias e Maria José Saragoça	Auditório 2
12:00	Exercício prático CIF	Jo Lebeer, Adelinda Candeias e Maria José Saragoça	
13:00	Almoço		Refeitório

15:00	Sessão 10 Síntese: Avaliação Inclusiva		Auditório 2
	Discussão sobre as linhas orientadoras do "Daffodil", tentar chegar a um consenso; discussão em pequenos grupos seguido de Plenário: relatório de líderes de pequenos grupos	Petri Partanen	
16:45	Coffee break		Sala 0.66
17:00	Avaliação do Workshop: onde está você agora? O que aprendeu? Completar o portefólio + Fichas de avaliação + Partilha em pequenos grupos	Adelinda Candeias, Luísa Grácio e Jo Lebeer	Auditório 2
18:00	Momento Cultural Fim		Auditório 2
<u>Sábado, 11 de Setembro de 2010</u>			
09:00	Supervisão de portefólios (se necessário)	A pedido	Auditório 2
12:00	Prazo de entrega de portefólio		

Métodos de Trabalho

Breves apresentações

Relevância na aprendizagem interactiva e reflexiva (individual e em pequenos grupos)

Pesquisa

Aprendizagem mediada por pares

Agradecimentos

Este curso foi realizado graças a contribuição de muitas pessoas e entidades:

- Direcção Regional de Educação do Alentejo
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- Agrupamento de Escolas nº 4 de Évora – Escola Básica 2,3 Conde Vilalva
- Agrupamento de Escolas de Estremoz
- Universidade de Évora
- Axa Seguros
- A Borrachinha
- Santander Totta
- Caixa Geral de Depósitos
- Turismo de Évora
- Dr^a Graça Amante – Arraiolos

Organizadores dos Workshops

Adelinda Candeias, Luísa Grácio, Mónica Rebocho, Maria José Saragoça, Ana Cristina Rosário, Vítor Cruz, Maria Helena Palma, João Silva (Portugal)

Secretariado

Catarina Dias (Coord).



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**ABSTRACTS
OF
SESSIONS**

Session 1: General introduction: Assessment in the light of the principles for inclusive education

Date: Monday, September 6th 2010

Time: 09:00 -13:00

Workshop leaders: Jo Lebeer, Adelinda Candeias & Luisa Grácio, with contributions from Beno Schraepen, Petri Partanen & Gunvor Sønnesyn

Abstract

According to the UN Convention on the Rights of People with Disability (2006), inclusive education is a fundamental human right for every child. It involves reducing barriers to learning and participation for all students, not only those with impairments or those who are categorized as 'having special educational needs'. Although many European countries have changed their legislation regarding on inclusion (Italy and Norway for 25 years, the UK for about 10 years and more recently France, Portugal, Romania & the Netherlands), in practice, many children are excluded and deprived of adequate education because of an impairment and functional difficulties. Special needs are on the increase. Particularly children from ethnic minorities or socio-economical less favourable circumstances are at risk. Frequent problems signalled are a lack of classroom support; a lack of teachers' training and preparation and assessment systems that are too much deficiency-oriented (Lebeer, 2006). One of the barriers is the way children are assessed, which is the motivation of the Daffodil project. Assessment is an important part in the life of a child who does not have a "typical development". In many countries, where inclusive education is not yet a right, access to regular schooling still depends on sufficiently high results on cognitive, behavioural and learning tests. In countries where it is a right, low results on standardized assessment "penalize" low functioning pupils with low educational opportunities. In research we did within the Daffodil partnership, it appeared that current assessment systems are still 90% considered in the form of "classic" testing. Rarely are reports suitable for inclusive teaching when they only signal deficiencies. But we also found that it is mainly their interpretation and implications – based on a certain conception on educability, modifiability and inclusion - which are the core of the problem (Lebeer, Birta-Szekely & Demeter e.a. 2010). In this week we would like to introduce some alternatives for assessing functioning of pupils with Special Needs, which are – at least potentially – less harmful, less exclusive, or more inductive to constructional inclusive learning.

Before doing so however, it needs to be clarified what we mean by inclusive education. There are so many different understandings and practices. There is a huge difference between theory and practice and even theoretical models differ. Inclusion as a right, as an ethical project (Allan, 2003, 2005), as a vision on society (Booth, 2003), as a method of



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working (Booth & Ainscow, 2002). Also there are widely varying conceptions on assessment. What do we assess, why, what for (EADSNE, 2007; Watkins, 2007)? This needs to be clarified before starting, in order to at least fine-tune the violins of different professionals working with children with the best of intentions – in order to create a harmoniously sounding polyphony of inclusive education.

Goals

- Clarify your expectations about this summer school
- Clarify your own learning needs
- Creating awareness of your knowledge and experience level, your blind spots and prejudices, your strengths and needs
- Clarify the concept of inclusive education
- Clarify the concept and purpose of assessment
- Share the reflections and experiences made during the Daffodil project partnership with the participants, as laid down in the "Daffodil guidelines"
- Provide a "read thread" and a sense of coherence to the week

Issues covered

- Overview of the week: schedule, purposes, expected outcomes, practical issues, explaining the working methods and portfolio evaluation
- Reflection on the assessment of the participants' own expectations and learning needs regarding this workshops
- Inclusive education: concepts, practices; inclusion as an ethical project and a practical challenge
- Purpose and goals of assessment
- Current problems with assessment. Assessment methods currently in use. Information about the Daffodil "blackbook" research
- "Core concepts" of Daffodil

Method

- Presentations
- Individual reflection: where am I now? What do I already know?
- Small group reflection: what do we understand by inclusive education? What vision on society do we have? What vision on learning?
- Reflection on assessment: what is its purpose? Why do we assess? What do we want from assessment? What are obstacles, what are your experiences? What is missing in the assessment reports?
- Plenary discussion

Literature for further study

Allan, J. (1999), *Actively seeking inclusion*, Oxford: Routledge Falmer

Allan J. (2005), *Inclusion as an ethical project*, in Tremain, S., Foucault and the Government of Disability, University of Michigan Press: 281-297



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Booth, T. (2003), *Overcoming Exclusion through Inclusive Approaches in Education. A challenge and a vision.* Conceptual Paper. Paris: Unesco. <http://www.unesco.org/education/inclusive>

BOOTH, T. & AINSCOW, M. (2002) *Index for inclusion: Developing learning and participation in schools*, Bristol UK: Centre for Studies on Inclusive Education EADSNE (European Agency for Development of Special Needs Education) (2007) *The Cyprus Recommendations for Inclusive Assessment*

<http://www.daffodilproject.org/ProjectDocuments/Folder-271,Cyprus%20Recommendations>

Lebeer, J. (Ed.) (2006), *In-clues. Clues to inclusive and cognitive education.* Antwerpen/Apeldoorn: Garant

Lebeer, J., Birta-Székely N., Demeter K.(ed.) (2010). *Assessment re-assessed: Current Assessment Practice of Children with Special Education Needs or Experiencing Barriers to Learning in Europe: weaknesses, strengths and needs.* Cluj-Napoca: Babes-Bolyai University, Institute of Applied Psychology. Available from www.daffodilproject.org

Lebeer, J., Struyf, E., De Maeyer, S., Wilssens, M., Timbremont, B., Denys, A., Vandeviere, H. (2010, in press), *Identifying special educational needs: putting a new framework for graded Learning Support to the test*, *European Journal of Special Needs Education*

United Nations (2006). *Convention on the Rights of People with Disability*, New York: United Nations

Vaughan, M. (2006). *The Index for Inclusion. Summary.* *Transylvanian Journal of Psychology [Erdély Pszichológiai Szemle], Special Issue on Inclusive & Cognitive Education Suppl. 2, 175-183.*

Watkins, A. (Editor) (2007) *Assessment in Inclusive Settings: Key Issues for Policy and Practice.* Odense, Denmark: European Agency for Development in Special Needs Education

Session 2: Action Oriented Assessment

Date: Monday, September 6th 2010

Time: 15:00 – 18:00

Workshop leaders: Hugo Van de Veire, Miek Audenaert, Anneleen Denys, Benedikte Timbremont

Abstract

The model of Action Oriented Assessment (Handelingsgerichte Diagnostiek) was developed in the Netherlands in the nineties, stimulated by the policy of 'Together Back to School'. Assessors were asked to give recommendations to teachers in order to approach children with learning difficulties in regular education.

Almost simultaneously, assessors in the Netherlands and in Flanders were investigating methods to stimulate these changes to take place on a more structural base. Pameijer and Van Beukering introduced the term Needs-Based Collaboration (we prefer Action Oriented Collaboration), to cover the input of the school to 'take care of the students'.

In 2004 the 'VCLB Gent' was the first school guidance center in Flanders to set up a course on the implementation of action oriented collaboration.



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The aim of the experiment was to introduce the principles of AOC and make space for 'teams' of school guidance assistants linked with special needs coordinators to practice.

Action Oriented Collaboration is a model with a systematic approach in school, based on 7 principles.

Not all of these principles are new. Together they form a frame for school and guidance services to implement on a structural base a constant attitude of good care towards every student, in collaboration with external organisations. In this structure the teachers behaviour is crucial in finetuning the specific students needs. Also, the parental educational behaviour can be discussed in an open and safe environment.

Different aspects form the strength of the concept of AOC:

- Made-to-measure and finetuning at school, in collaboration with external services.
- Internal coherence, an overall approach in which everyone's position is clarified, so that taking responsibility at a specific moment is clear.
- Involvement of all relevant actors (children, parents, teachers, assistants) and finetuning each role.
- A shared concept, based on recent scientific and educational insights. The focus is on learning and educational needs. The approach is aimed at affecting conditions that can be changed.
- All actions within the school are geared to the "art" of teaching, more specifically to support the teacher's actions.
- Empowerment, encouraging each other's capabilities and belief in one's own strength. AOC is not an expert model. It relies on each partner/actor's knowledge, competence and goals.

Goals

- We know the 7 principles of Action Oriented Assessment and can work with them
- We learn to formulate special educational needs
- We learn about the practice of Action Oriented Collaboration in and with schools
- We make a planning for Action Oriented Assessment in the context of a school
- We make better psychological reports for teachers
- We learn about the importance of positive and protective factors and how to use them

Issues covered

- Inclusion
- Special educational needs
- Assessment,
- Collaboration with parents and teachers
- Positive approach
- A continuum model
- Implementation strategy

Method

Introduction with powerpoint, individual exercises and reflection, discussion and suggestions in group

Literature for further study

Action Oriented Assessment in Flemish schools (Miek Audenaert, Anneleen Denys, Hugo Van de Veire, 2010)

Assessment in Inclusive Settings. Key issues for policy and practice (Amanda Watkins ed., 2007)

Assessment Project Country Report Netherlands (Noëlle Pameijer, Sip-Jan Pijl, 2006)

Towards Needs-Based Assessment: Bridging the gap between assessment and practice (Noëlle Pameijer, 2006)

Lebeer, J., Struyf, E., De Maeyer, S., Wilssens, M., Timbremont, B., Denys, A., Vandeviere, H. (2010, in press), Identifying special educational needs: putting a new framework for graded Learning Support to the test, European Journal of Special Needs Education

Session 3: Dynamic assessment of learning propensity and modifiability

Date: Tuesday, September 7th 2010

Time: 09:00-13:00

Workshop leaders: Jo Lebeer & Krisztina Bohács with contributions from Reka Janos

Abstract

Criticisms have been formulated against standardized psychometric test practice already more than 90 years. André Rey stated, already in the thirties of the 20th century, that IQ tests suppose they measure learning and they make predictions about learning, but there is no learning involved. Psychometric tests are static, based on a static and deterministic conception of intelligence, negatively biased against the socially disadvantaged with poor language, and locate the problem in the individual. Alternative ways have been developed in order to respond to the shortcomings of psychometric testing. Dynamic assessment (DA) designates a heterogenic group of approaches, which have in common that they assess responses to learning (Sternberg & Grigorenko). The principle is based on a test-intervention-retest model. Dynamic Assessment is defined as "an interactive approach to conducting assessments within the domains of psychology speech/language, or education that focuses on the ability of the learner to respond to intervention" (Haywood & Lidz, 2007). Feuerstein (1979) can be regarded as a pioneer in the development of dynamic assessment. That is why in this workshop we focus more on his LPAD or Learning Propensity Assessment Device and its usefulness for educational planning in inclusive education. The LPAD is a radical departure from the classic testing paradigm: many of the "established



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rules" are broken. It represents a paradigmatic shift. The examiner intervenes to teach principles, strategies, vocabulary and afterwards looks at changes. The LPAD is dynamic in the sense that (1) it is based on a dynamic, socio-constructivist, non-deterministic conception of intelligence; (2) in the flexibility of choice of instruments; (3) in the fact that the examiner dynamically tries to establish or improve the process of learning, and (4) it is dynamic in its interpretation. LPAD is an evaluation of the learner's modifiability and his learning processes. Measurements are a part, but are not the most important. It is mainly a qualitative instrument. The LPAD evaluates changes in 4 domains: cognitive functions, operations, affective/motivational factors and learning efficiency. It uses a flexible set of "instruments", many of them stemming from standardized batteries using them in a static way, such as e.g. the Raven's Matrices, or Rey's test, Lahi test; but in the LPAD there is a very important learning phase. In contrast to more standardized dynamic assessment batteries such as those of Guthke, Wiedl, Hessels, Campione & Brown, Hamers & Ruijsenaars, in Feuerstein's LPAD there is no standardization of the kind and amount of intervention. The examiner takes note of the quantity, intensity and quality of mediation needed to create a change in the child, i.e. "modifiability". It is this information which is most useful for a teacher. The recommendations are based on the "potential", i.e. what the child could be able to do provided he or she is properly mediated. This should lead to a more challenging educational programming. In this way dynamic assessment could be considered a more valid tool to assess functioning and potential functioning.

Goals

- To introduce the participant in the concept of dynamic assessment of learning propensity and modifiability
- To increase awareness about the difference between static and dynamic assessment, their different purpose and practice
- To illustrate the potential impact static vs. dynamic assessments may have on the issue of inclusive education, individual programming, and educational opportunities
- To have an overview of different dynamic assessment batteries in use

Issues covered

- Criticisms to psychometric and achievement testing
- Dynamic assessment as an alternative to the testing paradigm
- Principles & practice of Feuerstein's LPAD
- Dynamic nature of LPAD
- Objectives of the LPAD
- Working method of LPAD
- Choice of assessment instruments
- What can be learnt from dynamic assessment
- Impact on child and environment
- Feasibility, reliability and validity
- Illustration of dynamic assessment in practice: how does it work
- Training needs

Method

- Presentation
- Small group exercises
- Extract of filmed documentaries

Literature for further study

Feuerstein, R., Feuerstein, R.S., Falik, L.H. & Y.Rand (2002), The dynamic assessment of cognitive modifiability, Jerusalem: ICELP Press (= a completely revised version of "The dynamic assessment of retarded performers, 1989, University of Baltimore Park Press)

Haywood, C.H., & Lidz, C. (2007), Dynamic assessment in practice, clinical and educational applications. New York: Cambridge University Press

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Tzuriel, D.(2002) , Dynamic Assessment in Young Children, New York: Kluwer

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Session 4: Introduction to Das*Naglieri Cognitive Assessment System (CAS)

Date: Tuesday, September 7th 2010

Time: 15:00-18:00

Workshop leaders: Vitor Cruz, Adelinda Candeias, Ana Cristina Rosário & Gunvor Sønnesyn

Goals

To present the Das*Naglieri Cognitive Assessment System (CAS), its basis and application.

Issues covered

- The Das-Naglieri-Kirby PASS theory of intelligence (Planning, Attention, Simultaneous & Successive processing), based on Luria's research and his conceptualisation of three functional units of the brain.



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- PASS processes appearing in children's everyday life, kindergarten and school, visible in different ways in different activities.

- CAS construction: CAS is a reliable and valid tool for assessment of the "PASS" cognitive processes involved in learning and behaviour.

CAS is a tool that allows collecting information on: (1) the levels of processing (strengths and weaknesses) of the person, concerning the planning-attention-simultaneous-successive processes; (2) the ability of a person's processing in relation to a standardization sample; (3) the strategies used in problem solving; (4) the relationship between results and evaluations of the processes of the past.

Information from CAS contributes to understanding a child's learning/ learning problems, and hence gives information relevant for intervention and tuition, as well as a baseline for dynamic assessment considering school subjects.

CAS provides alternative analyses of learning and intelligence in relation to the traditional verbal/ non-verbal analyses, and hence provides another understanding of learning problems like dyslexia and others.

- Examples of CAS scales items: applying tasks that are relevant to school subjects or other learning objectives.

- Experience with CAS in Portugal & Norway: examples of intervention related to CAS-results.

In Norway certain profiles considering the planning – attention – simultaneous-successive processes appear corresponding to different kind of learning problems (ADHD/ emotional problems, dyslexia or other language problems) – and the strengths / weaknesses revealed can contribute to understanding the core of a child's problem e.g. in cases when learning mathematic is a problem. This makes CAS useful for planning adapted tuition for children with learning problems in a mainstream school context.

Method

Interactive lectures, including task examples and case presentations.

Literature for further study

Chow, D. and Skuy, M. (1999). Simultaneous and Successive Processing in Children with Nonverbal learning Disabilities. *School Psychology International* 1999, 20, pp 219-231.

Cruz, V. (2008). O Cognitive Assessment System e o Paradigma da Avaliação Dinâmica. In A. Candeias, L. Almeida, A. Roazzi & R. Primi (Eds.), *Inteligência: Definição e Medida na Confluência de Múltiplas Concepções* (pp. 395-427). São Paulo: Casa do Psicólogo.

Cruz, V. (2007). O Sistema de Avaliação Cognitiva (SAC) de Naglieri e Das. In A. A. Candeias & Almeida, L. S. (Eds.), *Inteligência Humana: Investigação e Aplicações* (Volume 1) (pp. 139-155). Coimbra: Quarteto.



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Session 5: Facilitating conceptual change in the assessment process

Date: Wednesday, September 8th 2010

Time: 9:00 – 13:00

Workshop leaders: Petri Partanen & Beno Schraepen

Abstract

Professionals dealing with assessment often report that no matter how good their recommendations and advice following an assessment are, parents and teachers do not always comply with these or perceive them as useful. You can make an excellent assessment, recommend outstanding interventions and even point out concrete materials and practices, but still change does not occur. What is it that fosters a change process that creates meaningfulness for parents, children and teachers?

In this workshop we elaborate the concept of conceptual change using a language- and meaning focused perspective. Conceptual change can be understood in many ways, but in essence it represents the shift from a problem focused perception of a situation to a more optimistic and action oriented one.

The central way of understanding conceptual change is through examining the dialogs and meetings between the professional assessor and the teachers/parents/child. Inferential



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interviewing stands for one method stimulating conceptual change, focusing on the deductive and inductive reasoning and deconstruction of meaning that is made during the whole assessment process from beginning to end.

More in detail, this focus is applied on understanding the initial process of elaborating the referral question as well as understanding the process of “bridging” or linking the referral question to interventions and recommendations that have a relevance to the everyday situations in school.

Coaching schools and structures towards inclusion is about creating shifts in thinking. At an organisational level, a deconstructivist approach is also demonstrated in the workshop through the use of Index of Inclusion as a way of facilitating inclusion in a school system. This workshop introduces some tools for the coach or consultant who’s guiding the school or teachers in dealing with diversity.

Goals

The participants will:

- Be familiar with the concept of conceptual change and methods facilitating this.
- Have practical knowledge on the method of inferential interviewing.
- Have knowledge on how assessment results can be bridged to interventions.
- Be familiar with the Index of Inclusion and how it can be applied in facilitating inclusion in schools as systems.
- Have practical knowledge on the method of coaching schools and teachers

Issues covered

- What is conceptual change, why is it necessary and how is it facilitated? Theory and research.
- Training on conceptual change through inferential interviewing
- Bridging assessment to intervention. Analysing classroom designs from a sociocultural perspective
- Using the Index for Inclusion facilitate inclusive processes in schools
- What is the difference between coaching, consulting, supervision
- What are the shifts in thinking that can be focussed on in supporting schools and teachers and how can the Index for Inclusion be useful

Method

The workshop introduces conceptual change as a tool to understand and intervene in the assessment process, in order to facilitate change. From a Vygotskian and language-focused perspective, theory as well as methods are covered, and the participants get opportunities for reflection as well as practice.

Starting with a brief introduction on the index for inclusion, the focus will be on the analysis of examples into schools in Flanders or examples brought in by the participants by working



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towards conceptual change and using Index for Inclusion. Reflection and interaction are the tools, discussion in small groups the format.

Literature for further study

Ainscow, M., & Booth, T. (2006). Index for inclusion: Developing learning, participation and play in early years and childcare. London: Centre for Studies on Inclusive Education.

Allan, J. (2007). Rethinking inclusive education The philosophers of difference in practice. Inclusive education : cross cultural perspectives, v. 5. Dordrecht: Springer.

Gibbs G (1988) Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford.

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Senge, P. M. (1990). The fifth discipline: The art and practice of the learning organization. New York: Doubleday/Currency.

Topping, K. J., & Maloney, S. (2005). The RoutledgeFalmer reader in inclusive education. Readers in education. London: RoutledgeFalmer

Session 6: Children with challenging behaviour

Date: Wednesday, September 8th 2010

Time: 15:00 – 18:00

Workshop leaders: Beno Schraepen, J. Lebeer & Edit Maior

Abstract

One of the most frequently heard remarks of teachers when talking about the difficulties they experience or foresee is dealing with "challenging behaviour". This is a somewhat euphemistic term to denote children who are otherwise called "disturbing", "behaviourally disturbed". The number of children having socio-emotional difficulties in adjustment, especially to a school situation and challenging their environment, is definitely increasing. A "behaviourally challenging pupil" is also reason n°1 of failure of inclusive education. Challenging behaviour is often associated with intellectual impairment. But it certainly is not a prerogative of diversely able children. A "classic" way to respond to this situation is to call for expert diagnosis of psychiatrists or psychologists, submitting the child to behaviour scales and diagnostic procedures. The incidence of children diagnosed with ADHD, autistic spectrum disorder or other "social behaviour disorder" is rising exponentially. There are different ways to look at the problem, yielding sometimes very different solutions. There has been a lot of research pointing to a neurobiological basis, often leading to the use of pharmacological intervention, requested by the teachers or parents themselves because results are often spectacular. From the viewpoint of system theory, a neurobiological



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disturbance is just one level to look at reality; it is useful to look at other levels: family, classroom, school or cultural levels. In this workshop we will look at various system levels.

Goals

- To look at children with challenging behaviour in a different way than the usual individualistic, medical or psychiatric categories
- To introduce a systemic viewpoint based on a system model when looking at behaviour
- To increase the participants' capacity to deal with challenging behaviour of some children

Issues covered

- Redefining challenging behaviour
- System theory and bio-psycho-social model
- The case of "ADHD" (attention deficit and hyperactive disorder) and "ASD" (autistic spectrum disorder): epidemic, genetic or cultural or both?
- Creating a school or class climate for dealing with this behaviour
- How to include children with "autistic" way of being

Method

- - Start from a self-chosen case study; work in small groups
- - Group reflection
- - Interactive PowerPoint presentation: looking differently at challenging behaviour: interactive ways and systemic ways
- - Illustration with video sample from Romania

Literature for further study

Cornwall, J. (January 01, 2000). MIGHT IS RIGHT? A DISCUSSION OF THE ETHICS AND PRACTICALITIES OF CONTROL AND RESTRAINT IN EDUCATION. *Emotional and Behavioural Difficulties*, 5, 4, 19-25.

Corr, P. (January 01, 2010). Challenging Behaviour: A unified approach, and Practice Guidelines and Principles. *Tizard Learning Disability Review*, 15, 2, 52-54.

Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G. E., & Strain, P. S. (January 01, 2003). The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children. *Young Children*, 58, 48-52.

Gray, P., Miller, A., & Noakes, J. (1994). *Challenging behaviour in schools: Teacher support, practical techniques, and policy development*. London: Routledge.

Kaiser, B., & Rasminsky, J. S. (2003). *Challenging behavior in young children: Understanding, preventing, and responding effectively*. Boston: Allyn and Bacon.

Kaiser, B., & Rasminsky, J. S. (2009). *Challenging behavior in elementary and middle school*. Upper Saddle River, N.J: Pearson.

Morris, J. (January 01, 2008). Challenging Behaviour: A Unified Approach. *Advances in Mental Health and Learning Disabilities*, 2, 2, 55-57.

Powell, S., Green, M., & British Institute of Learning Disabilities. (2005). *Supporting a child with learning disabilities and challenging behaviour: A guide for teachers and classroom assistants*. Kidderminster, Worcestershire: BILD Publications.



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Timimi S, Radcliffe N. The rise and rise of ADHD. In: Newnes C, Radcliffe N. Making and breaking Children's life. Ross-on-Wye: PCCS Books, 2005

Session 7: Assessing prerequisites for learning – the role of basic conceptual systems

Date: Thursday, September 9th 2010

Time: 09:00 - 13:00

Workshop leaders: Andreas Hansen and Gunvor Sønnesyn

Goals

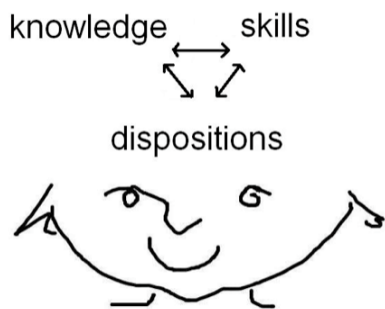
Raising awareness of prerequisites for learning, assessment of them, and how they are related to subjects like reading and mathematic knowledge.

Issues covered

Maria struggles with learning how to read. She cannot remember all the letters, and tries to avoid every situation in which reading could occur as something she will have to do.

Remembering letters, and automatic coding of them in terms of speech sounds, are prerequisites required for reading. Before we turn to Maria, to get information about her particular problem, it is useful to do some process and task analyses.

Any learning task will have elements of knowledge as well as skills, and the quality of the



learning will be influenced by a person's emotional and motivational status in the learning situation. A relevant analysis of a person's long-term memory, corresponding to this, has proved to be in terms of knowledge, skills and dispositions for emotional and motivational activation. Long-term memory applies to a learning situation in constituting the basis for the codings in terms of different coding systems. Every sensory input in a learning situation needs to

be coded; compared to elements in the long-term memory, in order to be classified and understood. The content as well as the organisation of the long-term memory influence this process. It is relevant to consider prerequisites for learning.

First of all a comparison is required – it seems like humans have a capacity to search for similarities and differences. We classify in accordance with similarities and differences of

which we become aware. Knowledge of these, more than “pictures” or “models”, guides us through a successful coding process, to know what it is that we perceive.

There are a number of concepts, possible to organise into conceptual systems, which provide tools for searching and becoming aware of similarities and differences. The Norwegian professor Magne Nyborg named these basic conceptual systems, as they are basic in a person’s coding and classification, and thus provide the basis for subsequent learning. Some of them are described as early as by Aristotle, from a corresponding point of view. A more comprehensive list of such concepts comprises systems of shape concepts, sizes, positions, colours, places, functions, materials, material properties, numbers, changes, temperatures, weights, speeds, directions etc. If knowing a letter is the issue, like in our example, to describe it in terms of parts, shapes of parts and relations between them (sizes, positions) turns the coding into a meta-cognitive process, and hence facilitates the learning. The basic conceptual systems are general in the sense that they apply to most learning tasks, not only remembering letters. Through his research Nyborg developed a model for concept teaching, comprising the learning processes he found to be essential.

These basic conceptual systems are prerequisites for learning in general. Learning objectives like reading skills and mathematics knowledge and skills rest on a number of them in different ways. Hence, it is reasonable when a child struggles with learning, to get information about whether the relevant basic concepts have become a part of the child’s long-term memory, and if the child’s memory is organised in a way that makes it easily activated. Hence, assessing a child’s knowledge of basic conceptual systems is an issue; and dynamic assessment is a suitable tool for this. When our objective is a school for all, a better solution appears to be providing tuition for all children to help them acquire knowledge of these basic conceptual systems and related concepts.

Method

Interactive lectures, demonstrations and case presentations.

Literature for further study

Hansen, A. (2009). The Concept teaching Model. A Curriculum for the teaching of Basic Conceptual Systems (BCSs) and related Basic Concepts in kindergarten and primary school. Exemplified by a project in the municipality of Balsfjord, Norway. An expanded version presented at the IACESA Conference 11–13 February 2009 in Cape Town, South-Africa. The curriculum can be downloaded from the pages of National Support System for Special Education in North Norway: http://www.statped.no/nyupload/Moduler/Statped/Enheter/Statped%20nord/Dokumenter/fagomr ad er/sprakogkom/ct_and_bcs_curriculum.pdf

S nnesyn, G. & Hem, M. (1996). Grunnetaget. BeMa Pedverket, Voss

S nnesyn, G. (2009). Different Learners – General Learning Processes in Learning Math? In Linnanm ki, K. & Gustafsson, L. (Eds.) 2009. Different Learners – Different Math? Åbo Akademi University Publication No 17/2009

S nnesyn, G. (in press). Dynamic assessment of learning within curricular subjects; mathematical knowledge. In Daffodil proceedings.

Session 8: Learning of competencies and differentiated assessment

Date: Thursday, September 9th 2010

Time: 15:00 – 18:00

Workshop leaders: Luísa Grácio; Adelinda Candeias; Mónica Rebocho; Helena Palma & João Silva

Abstract

The session on skills learning and differentiated assessment focuses on the developing of the students' potential with SEN and on an inclusive assessment and intervention.

Inclusive education proposes a fundamental restructuring in order to evaluate, enhancing the process of students' learning. In turn, inclusive assessment understands the students based on the characterization of their learning and development potential offering more suitable perspectives to the planning of inclusive practices. Gardner (2000) and Sternberg's (1985, 2005) models of the human potential focused on the multitude of intelligence offer us an important contribution in assessing of the students' abilities and in the conception of inclusive practices that promote the development of that potential.

The inclusive intervention and assessment, based on the Theory of Multiple Intelligences (TIM) from Gardner (2002), allows to emphasize the potential of students with special needs and, consequently, the description of a wide profile of potential of each students' potential (Krechevsky, 2001). This approach helps identify the best performers and suggests how to intervene in various fields. Attention is given to the paradigm of the potential, devaluing the paradigm of the deficit.

The constructs of self-regulated learning are seen as important for promoting the participation of pupils with SEN in the evaluation of the various stages of their own learning process (Zimmerman, 2000).

The processfolios (Campbell et al, 2000) and the portfolios are seen as individualized tools for evaluation and promotion of skills of students with SEN. The use of the portfolios as a means of centralizing the assessment process and intervention emerges as an innovation for the assessment of young people with SEN, in inclusive environments. It provides specific information from each student, it gives us an overview of activities during the intervention, it notes the work styles that the student develops and promotes the development of reflective practice as a tool for self-assessment.

The portfolios have an important role in continuous assessment, they also encourage students to listen to themselves in an active way about their personal and intellectual development. They also allow students to assume responsibility in a self-evaluation of the



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processes and products of teaching-learning and they can stimulate innovations or changes from the self-understanding.

This assessment tool also refers to the importance of evaluation for purposes of follow-up or evaluation of continuity and it enables to make a register of student's changes and provide continuous feedback to teachers, the students themselves and family. On the other hand, it favours the continuous adjustment of the planning and appropriate intervention.

This way, one of the intentions of this training is to encourage professionals to create assessment measures that students can use. All over the session it will be presented brief some theoretic fundamentals and practical situations as a basis for reflection about inclusive and innovate assessment and intervention.

Goals

- Know and experience the assessment and understanding of functionality in specific areas (linguistic and kinesthetic) concerning youngsters with SEN
- Reflect on the relations between differentiated assessment and the student's potential development
- Introduce the construction of registers as method of assessment and self-evaluation
- Increase the use and usage of registers/ processfolios and portfolios as instruments for dynamic and inclusive assessment

Issues covered

- Differentiated assessment of the learning process
- Self-evaluation as a way of learning and inclusion
- Skills learning and assessment focused on the learning potential
- Processfolios and portfolios as instruments for the promotion of skills and differentiated assessment

Method

- PowerPoint presentation
- Live presentation of real situations
- Group Reflection

Literature for further study:

Ainscow, M. (1991) *Effective schools for all*. London: David Fulton Publishers.

Browder, D. M., Spooner, F., Algozzine, R., Ahlgrim-Dezell, L., Flowers, C., & Karvonen, M. (2003). What we know and need to know about alternate assessment. *Exceptional Children*, 70(1), 45–61.

Boekharts, M. & Corno, L. (2005). Self-Regulation in the Classroom: A Perspective on Assessment and Intervention. *Applied Psychology: International Review*, 54 (2), 199-231.

Campbell, L., Campbell, B., & Dickinson, D. (1999). *Teaching and Learning through Multiple Intelligences* (2nd ed.). Boston: Allyn & Bacon. [Campbell, L., Campbell, B., & Dickinson, D. (2000). *Ensino e Aprendizagem por meio das Inteligências Múltiplas*. Porto Alegre: Artmed.]



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- Kleinert, H., & Thurlow, M. (2001). An introduction to alternate assessment. In H. - Kleinert & J. Kearns (Eds.), *Alternate assessment: Measuring outcomes and supports for students with disabilities* (pp. 1-15). Baltimore: Paul H. Brookes.
- Klenowski, V. (2002), *Developing portfolios for learning and assessment: processes and principles*. Londres: RoutledgeFalmer.
- Klenowski, V., Askew, S., & Carnell, E. (2006). Portfolios for learning, assessment and professional development in higher education. *Assessment & Evaluation in Higher Education*, 31 (3), 267-286.
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- Sanches, I., & Teodoro, A. (2007). Procurando indicadores de educação inclusiva: as práticas dos professores de apoio educativo. *Revista Portuguesa de Educação*, 20(2), 105-149.
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- Sternberg, R. J. (1985). *Beyond IQ: A Triarchic Theory of human intelligence*. New York: Cambridge University Press.
- Sternberg, R. J. (2005). *Inteligência de Sucesso: Como a inteligência prática e criativa são determinantes para uma vida de sucesso*. Lisboa: Ésquilo Edições & Multimédia.
- Tucker, P., Stronge, J., Gareis, C. (2002). *Handbook on Teacher Portfolios for Evaluation and Professional Development*. Larchmont, New York: Eye on Education.
- Vohs, K.D. & Baumeister, R.F. (2004), *Understanding Self-Regulation*. In R.F. Baumeister & K.D. Vohs (Eds), *Handbook of Self-Regulation, Research, Theory, and Applications*, pp1-13, NY: Guilford Press
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- Zimmerman, B.J. (1989). A Social Cognitive View of Self-Regulated Academic Learning. *Journal of Educational Psychology*, vol . 81 (3)
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Session 9: Functional assessment based on ICF (International Classification of Functioning, Disability & Health)

Date: Friday, September 10th 2010

Time: 09:00 – 13:00

Workshop leaders: Inge Van Trimpont, J. Lebeer, A.A. Candeias & M.J. Saragoça

Abstract

In 2000 the World Health Organization published the "International Classification of Functioning, Disability and Health" (ICF) as a successor of the ICIDH (international classification of disability, impairment and handicap). In 2007, the ICF-CY for children and youth was launched. The ICF defines a conceptual framework in which different domains of functioning are defined. It reflects a growing tendency to view disability not as residing in the individual, as it used to be regarded in the "old" (but still widely spread) "medical" model of disability, but as an interaction between the different domains of body functions and structure, limitations in activity and restriction in participation. Environmental as well as personal factors, which can be facilitating or creating barriers, are also included in the conceptual framework of the ICF. As the disability is mainly a product of the interactions between these various domains, the ICF includes a list of all these factors. Within these domains, uniform definitions to subfields are provided, totalling about 1300 codes. The ICF serves as a uniform language which facilitating communication on the complex matter of functional status between all involved parties (patients, family members, healthcare workers, governmental parties). Portugal was one of the first countries to adopt the ICF framework to map functioning for educational use, and in principle every child with SEN in Portugal should have an ICF evaluation. It has shown great advantages, but also created problems in training and correct interpretations.

Many other countries are starting to use the ICF to evaluate disability. One of the projects which will be presented in this workshop is a research being done in Belgium on the use of ICF in translating impairments, limitations in activity and participation restrictions of children-with-chronic-conditions into recommendations for teachers. A software tool has been developed.

Goals

- To introduce the participant with the philosophy and framework of the disability model used in ICF (WHO)
- To learn to translate concrete functional difficulties and activity/participation difficulties and strengths into concrete classroom situation
- To reflect critically on the usefulness of the ICF model in education; to understand how the ICF - CY for the assessment of specific educational and participation needs

may contribute to the optimal integration of children and young people in mainstream schools

- To motivate the participant in further studying the ICF model (and understand that a full understanding of ICF needs a training of about 5 days in itself)

Issues covered

- Introduction into the ICF framework
- How can teachers and school staff in mainstream schools meet the specific educational and participation needs of children and adolescents with a chronic condition (i.e. chronic disease, disability, impairment)?
- How to assess the specific educational and participation needs of children and adolescents with a "chronic condition" in mainstream schools without "negative labelling".
- How to prevent a "handicap situation" in schools by taking away the barriers into learning experienced by children and adolescents with a chronic medical condition in mainstream schools (Fougeyrollas' concept of "handicap situation")
- The development of a collaboration model, general guidelines for schools and pupil support services and specific guidelines for chronic conditions for pupil support services in Flanders and the use of.
- Introducing a software-tool for implementation & translation of ICF-CY in inclusive education (developed in Flanders)
- Experience and criticism with ICF in education in Portugal:
 - Why the ICF was introduced in Portugal.
 - How the ICF-CY is implemented in the Portuguese educational system.
 - The limitations and the potential of the ICF use in the Portuguese educational system.
 - The assessment process planning by reference to ICF - CY.
 - The documents used in the assessment process by reference to ICF-CY.
 - The students with permanent Special Educational Needs.
 - The special educational teachers' attitudes towards ICF.

Method

- Presentations
- Demonstration of ICF-CY software tool
- Discussion group
- Practical exercise in small group work, followed by plenary

Literature for further study

ICF youth version. <http://www.who.int/classifications/icf/en/>

ICF Beginners' Guide: towards a Common Language for Functioning, Disability & Health (International Classification of Functioning, Disability & Health): Introductory text on ICF (WHO)

Adelinda Candeias, Ana Cristina Rosário, Maria José Saragoça, Mónica Rebocho, Gertrudes Pastor, Júlio Coincas e Maria João Cortes, Olga Rocha, (2008) Desafios à avaliação e intervenção educativa : Reflexões sobre a experiência de implementação da CIF em Portugal [Challenges to educational assessment and intervention: Reflections on the experience of implementation of ICF in Portugal] (Portuguese article with English summary)



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Decreto-Lei n.º 3/2008 de 7 de Janeiro. Diário da República n.º 4/2008 – I Série. Lisboa: Ministério da Educação.

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Simeonsson, R. J. (2009) ICF-CY: A Universal Tool for Documentation of Disability. *Journal of Policy and Practice in Intellectual Disabilities*, Vol. 6, nº 2. Pp 70-72.

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