


DAFFODIL project

Dynamic Assessment of Functioning
Oriented at Development and Inclusive Learning

Education and Culture DG
142084-2008-LLP-BE-COMENIUS-CMP
Supported by the EU Commission LLP

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project coordinator



Project motivation

- UN 2006 Convention on the Rights of People with Disability : “inclusive education” as a goal for all children with functional impairments
- OECD: European-wide problem with educationally underachieving children. Special needs are on the increase, children from ethnic minorities or socio-economical less favourable circumstances www.oecd.org
- European Agency for Development in Special Needs Education EADSNE: inclusive assessment <http://www.european-agency.org/>

Inclusive Education 15 years after Salamanca...

International Declarations...:

- ☒ “Mainstream schools are the best places to develop social and cognitive competencies for all, provided a welcoming attitude for differences is created”. (UNESCO Salamanca Conference 1994)
- ☒ Are our schools inclusive?
WHAT ARE THE OBSTACLES?

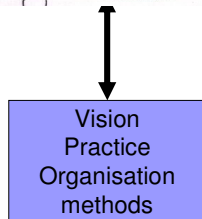
Case illustration: R -

- Down syndrome
- Successful inclusive kindergarten
- School refused transition to 1st elementary school, despite enough support available
- On the ground of low assessment scores in intellectual functioning, social-behavioural functioning, school achievement tests



1000s of children with Special Educational Needs are refused inclusive education on the ground of low assessment scores

Assessment & coaching: asking the right questions?



- WHO needs to be assessed? Pupils? Teachers? Schools?
- WHAT needs to be assessed? Pupils functioning: cognitive, motor, speech & language, activities, learning, participation, external conditions ?
- WHY do we assess? What do we want to know?

Assessing functioning in inclusion: what are the right questions?



- The question should not be: Is this child good enough for our school?
- But: How can we make the school good enough for this child?

Ref. G. Dens, INSPIRE, Comenius training project

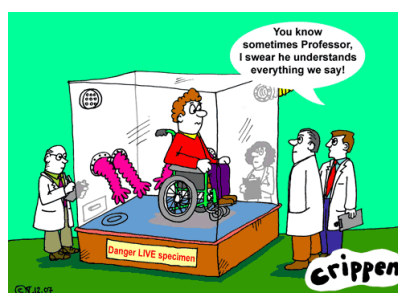
Functional assessment: asking the right questions



- What concept of disability is behind assessment?
(individual/medical ↔ social)

Assessment questioned

- What concept of a child's functioning do we have?
- Deterministic
↔ wholistic
- Static ↔ modifiability?



20th Century :Static testing paradigm

- 1. Testing paradigm
IQ, DQ, EQ,
neuropsychology &
psychiatry use static testing
- 2. Labels based on
deficiencies
- 3. What are consequences of
testing?: Low expectations,
low profile curricula



Learning disability,
NLD,
DYS-calculia, - grafia,
lexia,
PDD, ASD, ODD, ...

Towards inclusive assessment & coaching

- Assessment of learning
- Assessment of inclusive learning
- School based
- EADSNE Cyprus recommendations
- Index for inclusion

What's the question?



- In what way can assessment favour or hinder inclusive education?

DAFFODIL project:

Dynamic **A**ssessment of **F**unctioning and **O**riented at **D**evelopment and **I**nclusive **L**earning

Objectives

- Develop and try out a universally applicable model for functional and dynamic assessment and coaching of children with special educational needs and their environments (schools, families) leading to a more adequate individual educational programming (IEP) which can be used to facilitate development and participation in inclusive education.
- Develop and try out a coaching system "from assessment to practice", whereby the child as well as its context are the focus of intervention

Target group:

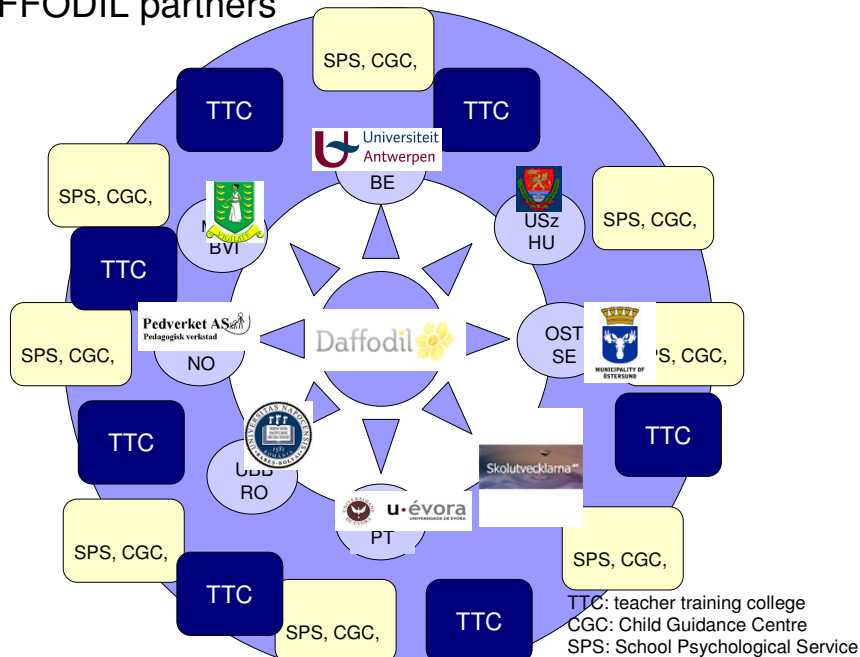
- Children and youth experiencing barriers of learning; teachers and professionals dealing with assessment & counseling

Vision
Practice
Academic

DAFFODIL activities

- | | |
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| <ol style="list-style-type: none"> 1. Startup: needs assessment & networking 2. collect and exchange information : current practice in assessment in EU 3. collect and exchange information : best practices of dynamic and functional assessment and consultative models regarding inclusive learning. 4. develop a model of assessment, taking into account ideas of modifiability of learning potential, dynamic assessment, a child's differential needs on various levels (social, emotional, cognitive, physical) and contextual approach 5. to develop a "white book" of assessing the inclusiveness of schools & a training framework to train professionals in this new model; 6. do a field test of a pilot version of the model in each of the participating countries 7. do a field test of a common training 8. organize an international summer course on the subject of dynamic, functional, contextual & inclusive assessment, 9. disseminate results via interactive website | <ol style="list-style-type: none"> 1. Start-up seminar Antwerp, BE 28-30/11/2008 2. Summer conference Cluj , RO 9-13/9/2009 3. Autumn Conference Szeged, HU, 29/11-3/12/09 4. Winter conference February 2010, Ostersund, SE, 3-5/2/2010 5-6-7 Competence building Workshops (in-service) 8 Summer school Evora, 6-10/9/2010 |
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DAFFODIL partners



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