Assessment in Inclusive Settings

23rd Oct. 2008 Limassol, Cyprus

"Joint Action – cooperation between professionals and parents in the school"

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Agency Assessment Project at Peder Lykke Skolen
Agency Assessment Project at Peder Lykke Skolen

Why Joint Action?

- A child with special needs in a context
- Teachers knowledge/specialist functions
- Parents and teachers cooperation
- The school’s “ethos”
- Team co-operation between special- and mainstream classes
- PPR’s contribution & support
- Overall polices
- School management
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The purpose of the course:

• The child stays in its usual class, and is not segregated.

• To discover new and different ways of coping with children, who are difficult to teach by establishing "joint responsibility."

• All participants are continually assessed

• In order ascertain whether the cause is making a difference.
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Target groups

6-12 year old pupils who have/are

- Learning difficulties
- In trouble and marginalized
- Noisy and not concentrating on school tasks
- Having problems with contacts and communication
- Quiet and shy
Visitation procedure:

• If the child is not yet recommended for PPR the school will write an application.

• The parents and child are invited to a target-meeting.
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**Target meetings:**

- The meetings will clarify:
- If the course is suitable for the pupil?
- Whether the people involved wish to participate
- Whether everyone involved can see the purpose of the JA-course?
- To agree on 2 to 4 measurable goals
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Timetable for JA-course 2007/08

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream class</td>
<td>8.00 – 9.00 lessons</td>
<td>One teacher from the courses.</td>
<td>8.00 – 9.00 lessons</td>
<td>Mainstream class</td>
</tr>
<tr>
<td>Mainstream class</td>
<td>9.00 - 9.30 Structured inter-family discussions.</td>
<td>Course (JA) observers and structured inter-family discussions.</td>
<td>9.00 - 9.30 Structured inter-family discussions.</td>
<td>Mainstream class</td>
</tr>
<tr>
<td>Mainstream class</td>
<td>9.30 -10.00 Break with main-stream class</td>
<td>work with the children in their classes.</td>
<td>9.30 -10.00 Break with main-stream class</td>
<td>Mainstream class</td>
</tr>
<tr>
<td>Mainstream class</td>
<td>10.00 -10.30 Lessons and cross family contact</td>
<td>Mainstream classes.</td>
<td>10.00 -10.30 Lessons and cross family contact</td>
<td>Mainstream class</td>
</tr>
<tr>
<td>Mainstream class</td>
<td>10.30 -11.30 Cross-family activities</td>
<td>10.30 -11.30 Cross-family activities</td>
<td>10.30 -11.30 Cross-family activities</td>
<td>Mainstream class</td>
</tr>
</tbody>
</table>
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Structured inter-family discussions
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Score-sheet:

- The goals agreed on are written down on a score-sheet.
- During the JA-course the parents fill out the score-sheet. (give points)
- In the mainstream class the teachers fill out the score-sheet. (give points)
- The score is from 1 to 4: 4= very satisfactory, 3=satisfactory, 2= not satisfactory and 1= unacceptable.
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End of course:

• Dates for two or three follow up meetings are arranged.
• The purpose of these meetings are to ensure a continual positive development of the child.
• One teacher has time to observe and help the child in its mainstream class.
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• To secure a follow up on the JA-cause, we have established a “homework café.” The school offers help for parents and pupils:
  • Every Wednesday afternoon parents and children come for help in the café.
  • Siblings are been taking of while the parents are occupied by helping the pupils.
  • The parents have the possibility to network.
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Key Messages for Joint Action 2007-2008

1. To change the informal procedures into formal procedures

2. To introduce the Joint Action in mainstream classes
Joint Action project (2007-08)

3. To develop the "pedagogical note" document in order to increase the focus:
   - on the child’s educational development - the involvement of parents and child

4. The PPR support teamwork and teachers’ mastering of special education problems as well as parents’ co-operation within the mainstream classroom
Key Messages Joint Action 08-09--

Social Constructivism in Action
at Peder Lykke School

Involving the mainstream teachers even more

“ Hard Evidence”? 

Involving the pupils’ views/goals even more
Joint Action Key Messages 08-09--

Less focus on pupils’ behavioral problems and more on their educational progress

Teachers’ responsibility remains with the class teacher

School philosophy: School for ALL – don’t give up!
Development based on JA

• At the school: Establishment of a resource center with support groups helping and qualifying teams of teachers

• In the municipality of Copenhagen: JA is included in the special reform as “Best Practise” for other schools, kindergardens and PPR Services.

• A conference for about 200 professionals about inclusive settings has been held at the Townhall