

# Multi-disciplinary work in inclusive assessment and intervention (Cyprus)

## ASSESSMENT IN INCLUSIVE SETTINGS

### Dissemination Conference

23<sup>rd</sup> & 24<sup>th</sup> October 2008, Limassol, Cyprus  
Session 2 Workshop



# The Education System

- Pre-primary from 4.8 yrs
- Primary from 5.8 to 12 yrs
- Secondary gymnasium 12 -15 yrs
- Secondary Lyceum or Technical 15-18yrs



# Current policies

- Education at pre-primary and primary level is free, compulsory, inclusive, multi-cultural
- Mixed ability, learner-centered instructional approaches are encouraged
- Assessment methods that are designed to monitor the progress of each pupil towards his/her goals are endorsed
- Individual pupil assessment information not used for non-teaching and learning purposes in primary education in Cyprus



# 1997 Regulations for the Functioning of Public Schools

specify that children in primary education are promoted **according to age** – not level of scholastic attainment.



# 1994, 2002(revised) curriculum on assessment

## Principle 3.2

Assessment does not aim at the distinction of some children and the rejection of others but to provide help to all children for the full realization of their potential.

Principle highlights importance of assessment for the development of each child according to his/her individual abilities



# Assessment viewed as:

- Ongoing, systematic procedure
- Integral part of teaching and learning process
- A collective and cooperative process
- Is curriculum-based
- Concerns all areas of education and development as set out in the curriculum : knowledge, social-emotional, psychomotor etc.
- Employs diversity of methods and approaches (tests, observations, interviews, pupil's self assessments)



# National Curriculum but no National Standards

Emphasis given on assessment information being used mainly for individualizing instruction in mixed ability classes.



# Assessment of SEN

## 1999 Law 113(I)/99 on the Education of Children with Special Needs

### Introduces

- Concept of “least restrictive environment”;
- Multi-disciplinarity of assessment and monitoring of progress;
- Individual Education Plans





# District Committees for Special Education and Training

- A Principal Education Officer
- A representative of the appropriate level of education (pre-primary, primary, secondary, technical)
- A special education teacher
- An educational psychologist
- A clinical psychologist
- A social worker
- A speech therapist



# Multi-disciplinary teams for assessment

Appointed by the District Committees and consist of professionals of various disciplines as appropriate:

- Class teacher
- Special education teacher
- Educational psychologist
- Speech pathologist
- Audiologist
- Medical doctor ( paediatrician, neurologist, child psychiatrist etc)
- Social worker
- Other(s) as needed



# Role of class teachers

Complete an Educational Assessment Report giving descriptive information on:

- ✓ Pupil's history
- ✓ Sensory-motor development
- ✓ Cognitive development
- ✓ School performance (3Rs)
- ✓ Social –emotional development

Required to include samples of child's work

Give recommendations as to special educational provisions needed by the child



# Role of parents

- No parental permission for assessment required by law
- Parents required to respond within thirty days of receiving notification
- “Entitled to be present during assessment and to participate on their own or with a professional of their own choice, to offer opinion or to submit evidence or recommendations pertaining to the assessment”
- Parents are entitled to a detailed report of the results of assessment and the recommendations of the District Committee as to the pupil’s Individual Education Plan
- Have a right to appeal against the decision

M. Kapsali EPS



# Role of educational psychologists

- Always seek permission and cooperation of parents for the assessment of their child
- Work mainly within the school environment
- Cooperate with head teachers, class teachers, parents, pupils and all others involved
- Obtain information on medical, developmental, educational history of child
- Use a variety of methods (interview, observation, questionnaires, psychometric tests, projective techniques etc)
- Observe the pupil within a variety of contexts (in and out of class, during play, alone and with peers or significant others etc.)



# Recommendations

- Re-visit formal framework within which teaching and learning takes place
- Revise legislation, regulations and procedures, policies and practices to be more inclusive rather than exclusive. Is a “special” law needed for “special” needs children?
- Make schools accountable for the learning and development of ALL children



# Recommendations

- **Empower** class teachers and school units to assume responsibility for the learning and development of **all** their students within a multi-cultural, inclusive setting.



# Recommendations

Provide education and training for head teachers to assume leadership role

“...best practice is facilitated in school units where the head teacher is knowledgeable and experienced and has the confidence to **lead**, to **inspire**, to **motivate**, to **coach**, **guide** and **support** colleagues and to **empower** them to adopt learner-centred attitudes, approaches and methods...”





# Recommendations

Provide appropriate education and training for class teachers to increase awareness, knowledge, and skills promoting inclusion.



# Recommendations

- Go for less children per class
- Provide teaching assistance
- Allocate out-of-class time to class teachers for providing individualized support to students who need it
- Use multi-disciplinary teams to provide support to classroom teachers



# Recommendations

- Make assessment an ongoing process
- Institutionalize partnering between parents and teachers
- Institutionalize participation of pupils in assessment/ self-assessment
- Promote flexibility and variety in methods of assessment
- Encourage avoidance of exclusive reliance on quantitative information



# Recommendations

Provide more time for children to develop in their own pace and to those who care for them and work with them to help them develop to their full potential.



# VIEWS ON TEAM WORK CONCERNING ASSESSMENT AND INTERVENTION IN SCHOOLS

Polina Themistokleous  
School Psychologist

# Limitations

- Lack of standardized test.
- Excessive workload (1: 3220)
- Due to lack of time and increased work load :
  1. There is not enough emphasis on working collaboratively.
  2. The School Psychologists work is mostly focused on assessment and interventions are limited.
  3. Follow up on cases is also limited.
- Sometimes the role of the School Psychologists is limited to providing or not providing special education.
- Beaucroatic procedures are very slow and therefore a given child may not receive the help needed in time.



# Multidisciplinary team

Goals, advantages, difficulties and  
suggestions for improvement

# Multidisciplinary team:

## Defining the problem and development of intervention planning

1. gather information,
2. seek opinions from team members,
3. develop potential goals, solutions or intervention plans,
4. team members offer opinions about each potential solution from their different professional perspectives,
5. evaluate potential solutions and choose the best one or integrate several into one,
6. summarize the plan and agree on distribution of tasks across team members.
7. Revaluation of given goals, plans and progress.



# Advantages of Teamwork

- The handling of cases is conducted in a global manner.
- Development of interpersonal and communication skills.
- Moral support.
- Variety of opinions.
- Allows providers to focus on individual areas of expertise
- Enables the practitioner to learn new skills and approaches


# Difficulties that may arise

- The main difficulty is lack of time and increased work load. Due to this, communication and coordination of group meetings is sometimes limited and difficult.
- Different educational background may sometimes result in conflicting opinions of the child's best interest. Failure to deal effectively with conflict, however, may lead to low motivation, withdrawal, anger, burn-out and most importantly the mishandling of a case.
- Personalities within the team may also result in conflict.
- Team dynamics are easy to shake because they depend on all members cooperation.



# Suggestion for further improvement of teamwork

- Reduction of work load so that there is more time for investing in team work and cooperation.
- Further clarification of everyone's role and work limits.
- Respect on boundaries of each team member.
- Further clarification of responsibility allegations and more focus on mutual accountability.
- Education on team work techniques.

- 
- Because of the professional diversity present on the team, differences of opinion and conflict are not only inevitable but are in fact necessary and desirable. Conflict may encourage innovation and creative problem-solving, and successful resolution of differences may foster increased trust and understanding among team members. Therefore we must seek harmony when conflict occurs by listening carefully and respectfully to all opinions, brainstorming possible solutions and focusing on common interests.
  - give and receive feedback.
  - review and evaluate progress at conclusion of interaction.



# ***ASSESSMENT IN INCLUSIVE SETTINGS***

**Lia Ioannides**

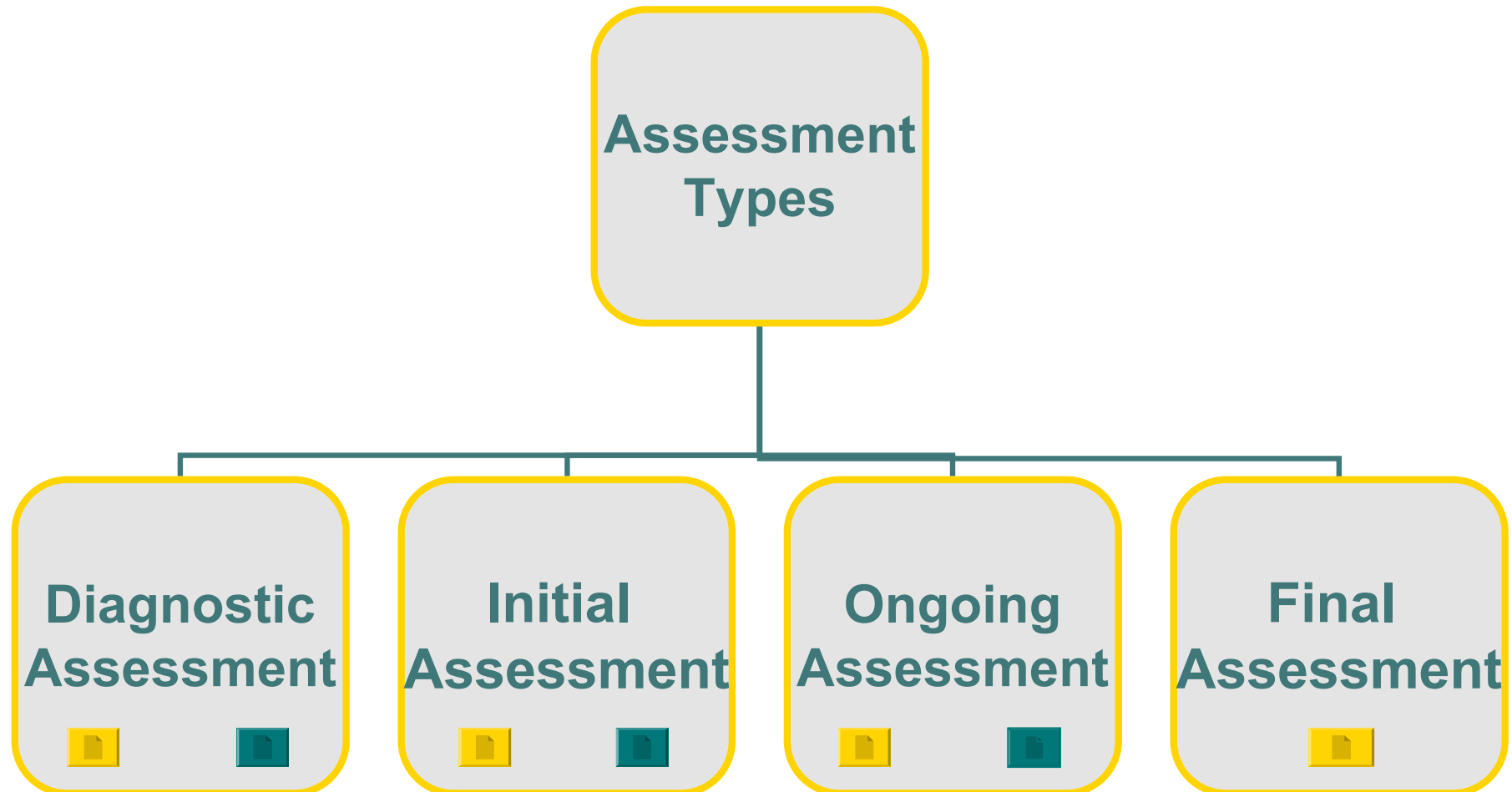
Speech Therapist  
M.Sc., M.R.C.S.L.T.

**Antigone Michael**

Special Educator  
Master of Phil.



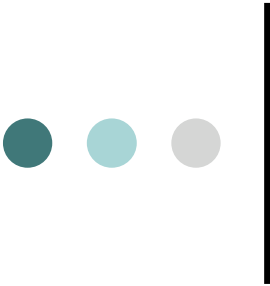
# Assessment for Special Needs Students





# Difficulties in Assessment

- Lack of Assessment Tools
- No time specifically allocated for assessments
- Late identification of children with learning difficulties
- Difficulty in liaising with other members of the multidisciplinary team



## Liaising with other members of the multidisciplinary team

- Obtaining and exchanging information about the child
- Collaboration in the formulation of the IEPs (teachers, parents, educational psychologists, other professionals and child)
- Collaboration during school year for ongoing assessment purposes





# What would make our work better

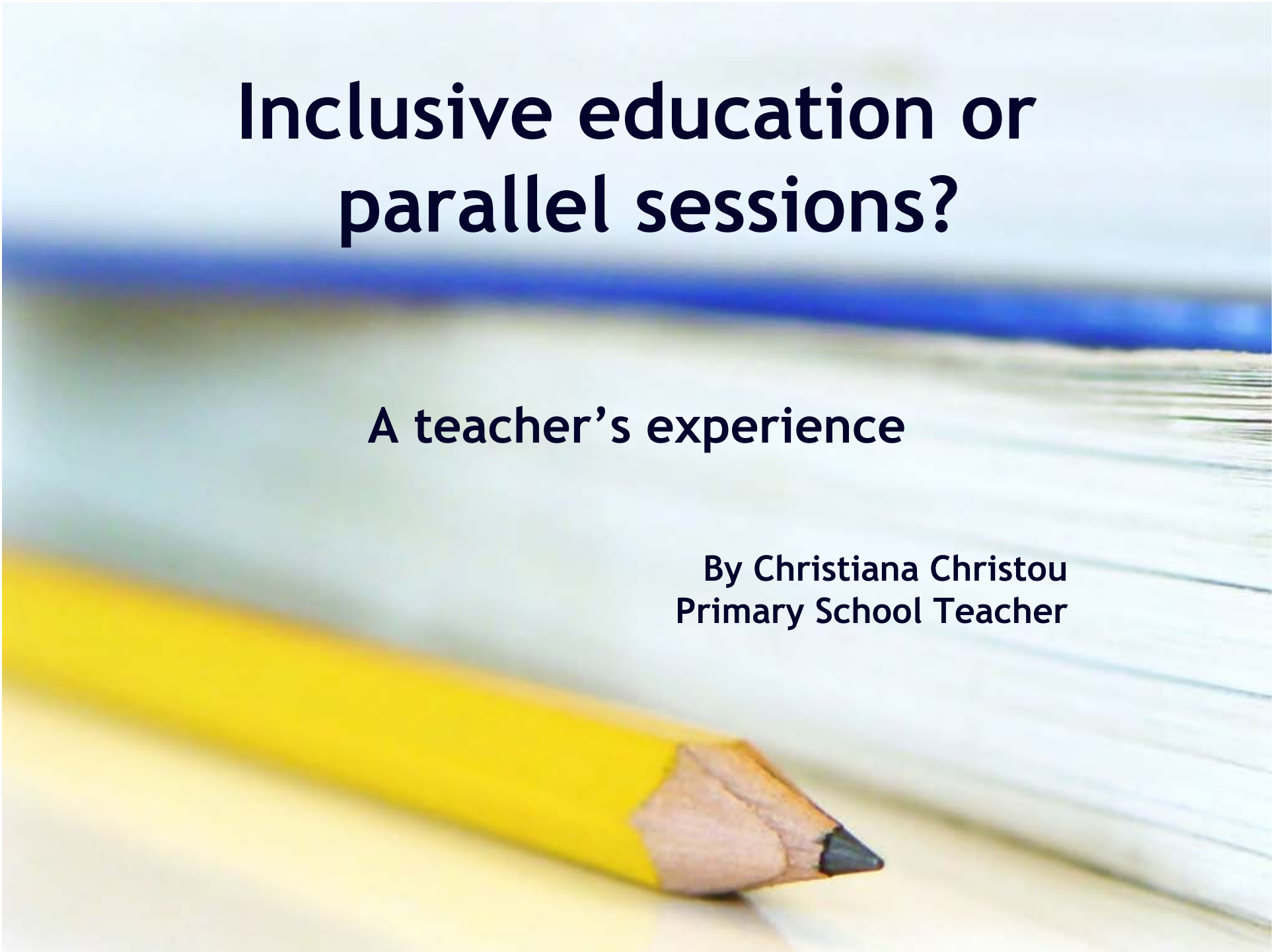
## Suggestions for Improvement

- Formulation of: 1. Checklists, 2. Tests, 3. Developmental Norms
- More flexibility in specialists' schedules in order to:
  - Perform assessments
  - Liaise with other members of the multidisciplinary team
- Reinforcement of the involvement of all members of the multidisciplinary team in the formulation of the IEPs
- Earlier Identification of children with learning difficulties/ screening tests

# **Inclusive education or parallel sessions?**

**A teacher's experience**

**By Christiana Christou  
Primary School Teacher**



# A pupil with Special Educational Needs...Who is she?

- Cerebral palsy
- Wheelchair
- Unable to handle pencils
- Lack of eye-hand coordination
- Minimum short-term memory
- Emotional bursts

# Gathering information for her...

From

- previous class teacher
- her escort
- her parents
- Ignorance for any previous work portfolio

First attempt of assessment through:

observations  
face-to-face  
intercourse  
reactions  
oral participation  
ability to handle  
the offered IT

# CLASSROOM WORK

- *Same* educational goals for all pupils  
BUT
- *Different* expectations from each pupil

Respect pupils' differences concerning  
their abilities, interests and emotional  
status

# Multi-disciplinary team

- Parents
- Educational Psychologist
- Speech-therapist
- Special Education Teacher
- Special Education Coordinator (SENCO)
- Escort
- IT specialist
- Classroom Teacher
- Suggestions for Individual Education Plan
- Educational Goals set for the first school semester
- Teacher was not informed about her role during this procedure...



# USE OF I.T.

- PC = notebook! Keyboard = pencil!
- Books' exercises transferred on PC specially reformed for the pupil's abilities
- Use of clip arts, scanned pictures and photos to enhance pupil's motivation and interest
- Cooperative work on the PC
- Drawings using the mouse and touch screen

## Reformed grammar exercise

Παρασκευή

7.9.05

- Βάλε το σωστό άρθο.

ο/το/η

Ο γεωργός οργώνει το χωράφι του  
Το αυτοκίνητο τρέχει στο δρόμο.

Η δασκάλα μου είναι όμορφη.

Ο Κώστας διαβάζει -- βιβλίο του.

Η Ρένα παίζει.

Το αυτοκίνητο τρέχει στο δρόμο. ✓

- Συμπλήρωσε τις καταλήξεις των ουσιαστικών

Οι ψαράδες έχουν δύσκολη δουλειά.

Οι ψαράδες έχουν δύσκολη δουλειά.

Οι αμυγδαλίες θα ανθίσουν το Γενάρη.

Οι γιαγιάδες λένε όμορφα παραμύθια. ✓

Δεν κυκλοφόρισαν εφημερίδες χτές.



# Reading Comprehension Exercises

Αντικαθιστώ τις υπογραμμισμένες λέξεις με μια σύνθετη και ξαναγράφω τις φράσεις.

15.6.06

Ο χασάπης έχει γκρίζα μαλλία και κόκκινα μάγουλα.  
Ο χασάπης είναι γκριζομαλός και έχει κοκκινομαγουλά.  
Αυτή η πολυκατοικία έχει πέντε ορόφους και πολλά διαμερίσματα.

Αυτή η πολυκατοικία είναι πενταοροφή και έχει πολλά διαμερίσματα.

Η Μαρία έχει σγουρά μαλλία και καστανά μάτια.

Η Μαρία είναι σγουρομαλά και καστανομάτα.

Γράφω προτάσεις, όπως στα παραδείγματα.

Είναι άνεργος και θέλει να βρεί δουλειά

Είναι άπλυτος και θέλει να πλυθεί.

Πήγα στο μπακάλικο και ψουμνισα.

Δεν βλέπει καλά και θέλει γιαλιά.

Σήκωσε το παγούρι και γίθικε το νερό.

Έτρεξα γρήγορα, μα επεσα κατό.

Σήμερα θα παίξουμε σκάκι ή ρακετες.

Το βράδυ ακουώ μουσική ή βλεπω τηλεοραση.

Συμπληρώνω με τις φράσεις που ταιριάζουν και δείχνουν το αποτέλεσμα.

18.5.06

[ σε τρία κομμάτια, σε δύο ομάδες, δεν έβλεπε ]

Τα παιδιά χωρίστηκαν σε δύο ομάδες.

Έκοψα τη σανίδα σε τρία κομμάτια.

Απο την νύστα δεν έβλεπε προστά του.

[ κορίτσια, γιαγιά μπάλα ]

Η τάξη μου έχει αγόρια και κορίτσια.

Η γιαγιά μου διαβάζει κάθε απόγευμα.

Το παιχνίδι που μου αρέσει είναι η μπάλα.

[ πρωί, ντόμινο κεραμίδια,

Κάθε προί πίνω το γάλα μου

Το απόγευμα παίζω ντόμινο με τον παππού

Τα σπίτια έχω κόκκινα κεραμίδια.

# Essays

Τι έμαθα στο Πάρκο Κυκλοφοριακής Αγωγής;  
Πεμπτη 18.5.06

Χθες πιάγαμε στο παρκο τις αστινομιας, μας μιλισε η κირια Μαρια η αστινομικινα πως να προσεχουμε στους Δρομους .Μας μας μιλισε για τον Σταματι και τον Γριγορι ειναι πανο στιν διαβαση πεζον μας ιπε οτι πρεπι να σταματοουμε στον Σταματι που εχι χρομα κοκινο, και στο Γριγορι που εχι χρομα πρασινο χρομα πρεπι να προχοουμε.

Μετα ανεβικαμε πανο στο πεζοδρομιο  
Εγω πατισα ενα κουμπι που διχνι ποτε να προχοουμε και ποτε να σταματοουμε και περπατισαμε πανω στι διαβασι πεζων.

Μου αρεσε πολι γιατι εμαθα πως να τον διασταβρονω τον δρομο απο τα αφοκινιτα.

Οταν διασταβρουνουμε τον δρομο πρεπι να βλεπουμε δεξια και αριστερα και οταν ιμαστε βεβει τοτε θα περασσουμε.

Χρυσοβαλάντα



Πος περασα το τριμερο τις καθαρις Δεφτερας  
Τριτι 7.3.06

Το Σαβατο Το απογεβμα ντιθικαμε μασκε. Εγω ντιθικα μαβρι γατα, ι Βιργινια ροζ γατα, και ο Στιλιανος ντιθικε χιπις.Ιρθαν οι φιλι μου και πεξαμε πολα πεχνιδια, μετα φαγαμε και βαλαμε μουσικι χορεψαμε.

Τιν Κιριακι πιαγαμε Λεμεσο στιν θια μου τιν Χρισουλα,  
και φαγαμε σουβλα, και πολα γλικα, ανιξαμε τιν τιλεορασι και ιδαμε τα καρναβαλια, και μετα φιγαμε και πιαγαμε στο σπιτι του Βασιλι και τις Μαριας εφαγαμε κρεμα.

Τιν καθαρι Δεφτερα πιαγαμε στο Δαλι και φαγαμε με τους θιους ψαρι,σουπιες,γαριδες,πατατες,ταχινι. Μετα πιαγαμε στο βουνο και πεταξαμε τον χαρταετο και πιγε πολι ψιλα, εγω οΣτιλιανος και η Βιργινια μετα τον τιλιξαμε, και μπικαμε στο αφοκινιτο και πιαγαμε στον Αι Γιοργι κατεβικαμε και μαζεψαμε λαλεδες.

Και πικαμε στο αφοκινιτο και πιαγαμε στο Δαλι στο σπιτι τις γιαγιας τις Λιζας. Και ιπιαμε καφε και καριδακι μετα φιγαμε ιρθαμε στο σπιτι μας.  
Περασα ορεα.

Χρυσοβαλάντα μου!



Διαγνωστική εργασία 20/1/2006

Όνομα: ΧρISOβαλанта

ΧρISOβαλанта  
Μηράδο  
ΧρISOβαλанта

1. Διάβασε τις προτάσεις και χρωμάτισε τη λέξη που δείχνει τι κάνει ο καθένας.

Ο Κώστας διαβάζει ένα βιβλίο.

Η Μαρία γράφει στον πίνακα.

Τα παιδιά παίζουν εκδρομή.

Η γάτα προσέχει τα γατάκια της.

Ο σκύλος έφερε το κόκαλο του.

Η γιαγιά και ο παππούς ακούνε ραδιόφωνο.

Ο αδερφός μου βλέπει τηλεόραση.

Η αδερφή μου παίζει ντόμινο.



Μηράδο!

# TESTS



Αύριο θα πάω στη  
ΛΕΜΕΣΟ.  
Τι θα δω άραγε εκεί;

Όταν θα παω στην Λεμεσό αύριο θα δω πολλά ξενοδοχεία, θαλασσο-  
Τον ζολογικό κίπο, το λιμάνι τις.

3. Τι δείχνει η κάθε εικόνα και πού μπορούμε να το βρούμε;  
Συμπλήρωσε τις προτάσεις.



Φορτώνουν τα κιβώτια σε  
μεγάλα πλοία.  
Είναι το λιμάνι.

Περίγραψε τον κύριο με ωραίες λέξεις:



Βλεπω ενα γερο που κραταε 'α  
πμαστουνι.εχι μιατι γενη μιτι  
εχι καπελο μπλε φορι καφε  
πατνελονι φαρι καφε τρικο  
κρατα ενα καφε μπαστουνι.

27/3/2006

Περίγραψε την κοπέλα. Χρησιμοποίησε ωραίες λέξεις



Βλεπω μια ορεα κοπελα που  
φοραι ενα ορεο φορεμα εχι  
χροματα εχι κοκινο λιλα ροσ  
γαλαζιο. Τα μαλια τις εχουν  
χρομα κιτρινο.Στο χερι τις  
εχι ενα ορεο δαχτυλιδι.

27/3/2006



# Collaboration with Special Education Teacher

- Individual sessions designed by the Special Teacher and based upon the teacher's planning for the whole class
- Collaboration between SET and classroom teacher helped the pupil especially in mathematics
- No regular meeting hours available

# Cooperation with Parents

- Frequent contacts during consultation periods scheduled into the timetable or through telephone sessions
- Parents invited in classroom to watch the lesson
- Parents purchase a printer device for the classroom
- Parents provide a PC at home, for the pupil to “do homework”



# Continuous monitoring and assessment

- ☞ Touch-screen considered inappropriate  
Focus on keyboard use
- ☞ Discussion with IT specialist leads to introduction of special education software (Clicker, ClosePro)
- ☞ Collaboration with Special Education Teacher provides new ideas for achieving goals

# Teacher's Final Assessment

- Descriptive and detailed
- Based on observations, the work portfolio, the skills' and abilities' improvement and emotional development
- Included suggestions for the year after
- Given to parents and next classroom teacher



# **PROBLEMS and DIFFICULTIES**

## **Inadequate teacher informing about:**

His/her precise role in the process of inclusive education  
The role of each member of the multi-disciplinary team

**Lack of time for regular coordination between teacher,  
special education teacher and other specialists  
involved**

**Specific assessment key points do not exist**

**Time not provided, for the teacher to adjust everyday  
lesson activities on PC**

**The role of head teachers**