



ASSIGNMENT BOOK
DUE June 2016

Faculty of Education

Department of Educational Psychology

Short Learning Program

LEARNING SUPPORT IN INCLUSIVE CLASSROOMS

Plagiarism declaration: For all students submitting work for assessment

- I declare that, to the best of my knowledge and belief, this is my own work, all sources have been properly acknowledged, and it contains no plagiarism. I understand what plagiarism entails. I am aware that I will forfeit all credit for the work should I be guilty of plagiarism and that the matter will be referred to the Faculty since plagiarism is considered a serious violation of the University regulations and may lead to a suspension of studies.
- I did not make use of another students work and submit it as my own. I did not allow another student to copy my work with the intention of presenting it as their own.
- I further declare that I have not previously submitted this work or any version of it for assessment to the University of Johannesburg.

Student's Name: _____ Signature: _____

ID No: _____ Cell Number: _____ Date Submitted: _____

Unique Assignment Title:

- Give the assignment an appropriate title that reflects the unique content of your own assignment.

Percentage	0 - 40	40 – 49	50- 59	60 - 69	70 -79	76 - 100
Descriptor	Inadequate	Partial	Minimal	Satisfactory	Meritorious	Outstanding

Marker Signature _____

Mark: _____%

Comments:

Focus of assessment - GRID for Marking Assignments

Brief Assessment of Learner's scholastic ability

Is the biographical information given accurate and complete?
Is the child's learning impairment, disability or problem adequately identified?
Is the assessment of the learner's scholastic ability accurate, fair and appropriate?

Designing the Individual Education Support Plan

Has the IESP been written up **comprehensively** with all relevant information given and considered?
Is the proposed intervention, action and support justified and **appropriate** from the Support Needs Analysis?
Does the IESP reflect an **eco-systemic approach** where all levels and sub-systems are considered?
Is the IESP **form** easily accessible and readable? Is it easy for a parent, or educator to read and follow the IESP?
Is it clear what needs to be done and by whom? Will the next teacher in the following grade know what to do and how to continue the process of learning support with the learner?
Does the IESP demonstrate **practicality** in the implementation within the particular social context of the school?
Can the support be done with the limitations and resources in the family, school and community?

Collaborative Process and Reflection

Has a process of collaboration taken place where input from relevant people has been considered and their various roles in the learning support provisioning accounted for?
Does the reflective report show that the student has learnt deeply from this process and acquired insight into both the topic studies and the practice of IESP implementation?

Appendix A: Samples of Learner's Work – included to demonstrate relevant aspects of learner's difficulties?

Appendix B: Ethical Considerations – consent letters, confidentiality maintained, protects the rights of the learner, Learning support will promote healthy development and in no way hinder or harm anyone involved.
Is a Pseudonym used?

Presentation Assessment Criteria:

Technical aspects – neatness, stapling, printing, formatting, no plastic sleeves.

Academic writing – appropriate language used, well edited, coherent style, logical flow of information, formulation of sentences.

Referencing - Correct and consistent layout of sources consulted, both in the text & reference list.

ASSIGNMENT INSTRUCTIONS

Identify a learner who is experiencing scholastic barriers to learning and development. Obtained consent from the parents for the assessment, conducted an interview with the parents and determined the nature of the learner's barrier. Use the format below to assist you in conducting a scholastic assessment of the learner's oral language reading, spelling, writing, handwriting, and mathematics ability.

Fill in the following table about the learner. Keep the information concise and accurate.

SUPPORT NEEDS ASSESSMENT FORM

Modified from DoE, SIAS (2014) for training purposes. Consult your district for official forms.

Background information on learner

This section must be filled in at school level, in respect of learners who have additional support needs. The form must be filled in by the teacher, supported by the ILST in consultation with the parent/caregiver.

Learner Name: Use a pseudonym to protect the learners privacy in this assignment	Age: Gender:	Type of School: Grade: Phase:
Home language:	Language of instruction:	

Early intervention services (if any received):

Relevant Family background:

Academic progress (Repeats, school marks, failing, changes of school):

Concerns: Describe the concerns about the learner, nature of disability, impairment, disorder, problems experienced.

INDICATE THE STRENGTHS AND NEEDS OF THE LEARNER IN THESE AREAS:

Physical Access: Describe whether the child can move around the school freely or needs ramps, rails, ground, signage? Availability of relevant assistive devices? Access to appropriate toilet facilities?

Health, Wellness and Personal Care: Health problems? Malnutrition? Personal hygiene, grooming? Dressed appropriately? Emotional well-being? Does the child have any illness? Is the child on medication?

Behavioural and Social Competence: For example: Unable to work with others, difficulty working in class, bullies, aggressive, very shy, substance abuse, withdrawn, positive attitude, friendly nature, helpful

Learning Competence: Provide information about curriculum challenges relating to learning areas assessment of learning.

Communication Competence:

Provide information on the child's ability to understand and express information (i.e. needs, ideas, feelings) using the language system of the community or LOLT. Also include information on the learner's mode of communication, e.g. speech or signs, with or without signed support systems, e.g. Makaton, SASL or pictorial systems, e.g. Compic.

Reading Competence:

Reading accuracy: $\frac{\text{Number of correct words read} \times 100}{\text{Total number of words in passage}} = \text{_____} \%$

Reading comprehension: $\frac{\text{Number of questions answered correctly} \times 100}{\text{Total number of questions asked}} = \text{_____} \%$

Reading rate or speed: $\frac{\text{Total number of words read} \times 60}{\text{Total time to read passage (seconds)}} = \text{_____} \text{ words per minute or WPM}$

Is the learner reading at the Independent, Instructional or Frustrational Level in this grade?

READING LEVEL	Words decoded correctly	Questions answered correctly
Independent	97-100%	80-90%
Instructional	90-97%	60-80%
Frustrational	below 90%	50-60%

SPELLING COMPETENCE IN THE LOLT:

In which stage is the learner's spelling development?

Stage	Characteristics	Concepts being learnt
Stage 1 Emergent Spelling <u>or</u> pre-phonemic	- Use of strings of scribbles or letters - Letters or marks have no relationship with sounds/phonemes - No left to right progression and may use uppercase letters	To distinguish between drawing and writing How to make letters Direction of writing on a page Some letter-sound matches
Stage 2 Letter name- alphabetic spelling <u>or</u> early phonetic	Start to represent phonemes with letters Spellings maybe quite abbreviated Use of invented spellings as they attempt to write words NIT(night) Consonants are used more than vowels	The alphabetic principle Consonant sounds Short vowel sounds Consonant blends and digraphs
Stage 3 Within-word pattern spelling <u>or</u> phonetic	-Can spell most one-syllable short vowel words correctly -More accurate use of sound-symbol relationships, but may confuse spelling patterns and may reverse order of letters – gril/girl - Become better able to identify	Long-vowel spelling patterns R-controlled vowels More complex consonant patterns Diphthongs and other less common vowel patterns

	sounds within more complex words - Experiment with less frequent vowel patterns	
Stage 4 Syllables and affixes spelling <u>or</u> transitional	-Apply what they have learned about one syllable words to spell longer words -Learn rules about inflectional endings & consonant doubling	- Inflectional endings -s, -es, -ed, -ing -Rules for adding inflectional endings -Syllabication -Homophones
Stage 5 Derivational relations spelling <u>or</u> independence	-Focus on morphemes and meaning -Invented spelling reflects their increased use of learned strategies	-Consonant alternations -Vowel alternations -Latin and Greek affixes and root words -Etymologies

WRITING COMPETENCE IN THE LOLT:

Creative writing phases: Planning, Drafting, Composing, Editing, Publishing, Reflecting

MATHEMATICS COMPETENCE:

Learner's attitude to maths:

Learner's maths ability:

Instructions for LEARNING SUPPORT:

Provide a description of the **learning support** that may be implemented in the classroom and the school to help this learner. Explain how this learner may be accommodated within the learning environment. You may discuss support that is currently in place and future support that may be provided at a later time. Discuss the roles of the various people involved in supporting the learner in the classroom, the school and the community. Fill in the support requirements on the form provided below.

INDIVIDUAL EDUCATIONAL SUPPORT PLAN

Ensure relevant documents accompany this form, e.g. Examples of learner's work, diagnostic profile form, reports by professionals, etc. (List the supporting documents here)

SUPPORT TARGETS

(To be completed by the educator in consultation with the ILST, parents and learner)

Interventions and actions planned to address the learners additional support needs.

Whole school development intervention required

(Example: physical access – ramps, rails, wheelchair lift, disabled toilets, catheter station, signage, FM sound system, Alternative Augmentative Communication systems, anti-bully policy, disciplinary procedures, ILST training, nutrition program, library books, learning support material etc.)

Support Services required

(Example: learning support specialist, Scribe for handwriting; SASL interpreter audiologist, speech therapy, occupational therapy, physiotherapy, dietician, Orientation and mobility instructor, emotional counselling, health referral, social support services, welfare, family therapy, parental guidance, school nurse, medical practitioners – doctors, paediatrician, neurologist)

Educator awareness, training and support required for educators of this specific learner

Classroom support

(Example: assistive devices, Braille transcribing, tape recording, curriculum differentiation, pace adjustment, extra time, modified LTSM, picture prompts, visual aids, homework buddy, special seating arrangement, adapted assessment strategies, concessions, amanuensis, social skills training, behaviour – rule breaking consequences,)

Specific Language support required. Based on the scholastic assessment done with the child. Provide support strategies depending on the weak areas identified in the scholastic assessment. Include strategies to develop the child's First and Second Language where necessary.

Oral Language Support strategies

Reading Support Strategies

Spelling Support Strategies

Writing and handwriting support strategies

Mathematics support strategies

Consultation with parents/caregivers – what can be done at home to help? For example: homework supervision, chore charts, home reading activities, study timetable, structured routines, monitoring TV/computers, educational outings, library visits, balanced diet, regular medical check-up, medication monitoring, sport involvement, facilitating friendships.

Support requested from DBST

Name of class educator:	
Signature of class educator:	Date:

Name of the school's ILST Coordinator :	
Signature of ILST Coordinator	Date:

Consent by Parent/ caregiver.	
Parent/ caregiver: Name(s):	
Signature(s) of parent(s)/caregiver(s):	Date:

Consent by Learner (in the case of a high school learner)	
Name of learner:	
Signature of learner:	Date:

Name of principal of school:	
Signature of principal:	Date:

Approval of District Officer (optional)	Name:
Signature:	Date:

Collaboration and Reflective Report

How did collaboration take place? What did you learn from doing this assignment? (Attach additional pages if you need them)

I learnt
