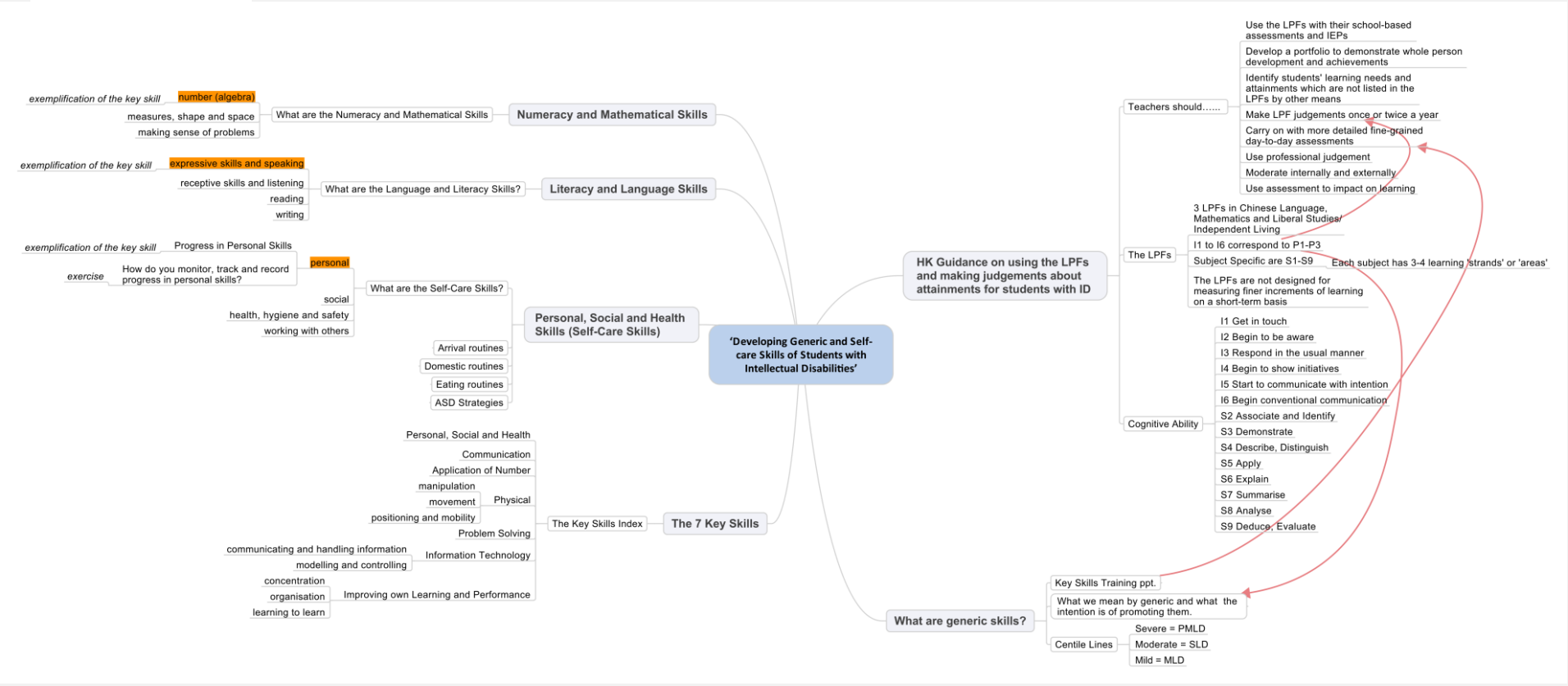
CNMSS


'Developing Generic and Self-care Skills of Students with Intellectual Disabilities'
Numeracy and Mathematical Skills
What are the Numeracy and Mathematical Skills
exemplification of the key skill
number (algebra)
measures, shape and space
making sense of problems
Literacy and Language Skills
What are the Language and Literacy Skills?
exemplification of the key skill
expressive skills and speaking
receptive skills and listening
reading
writing
Personal, Social and Health Skills (Self-Care Skills)
What are the Self-Care Skills?
exemplification of the key skill
Progress in Personal Skills
exercise
How do you monitor, track and record progress in personal skills?
personal
social
health, hygiene and safety
working with others
Arrival routines
Domestic routines
Eating routines
ASD Strategies
The 7 Key Skills
The Key Skills Index
Personal, Social and Health
Communication
Application of Number
Physical
manipulation
movement
positioning and mobility
Problem Solving
Information Technology
communicating and handling information
modelling and controlling
Improving own Learning and Performance
concentration
organisation
learning to learn
HK Guidance on using the LPFs and making judgements about attainments for students with ID
Teachers should……
Use the LPFs with their school-based assessments and IEPs
Develop a portfolio to demonstrate whole person development and achievements
Identify students' learning needs and attainments which are not listed in the LPFs by other means
Make LPF judgements once or twice a year
Carry on with more detailed fine-grained day-to-day assessments
Use professional judgement
Moderate internally and externally
Use assessment to impact on learning
The LPFs
3 LPFs in Chinese Language, Mathematics and Liberal Studies/ Independent Living
I1 to I6 correspond to P1-P3
Subject Specific are S1-S9
Each subject has 3-4 learning 'strands' or 'areas'
The LPFs are not designed for measuring finer increments of learning on a short-term basis
Cognitive Ability
I1 Get in touch
I2 Begin to be aware
I3 Respond in the usual manner
I4 Begin to show initiatives
I5 Start to communicate with intention
I6 Begin conventional communication
S2 Associate and Identify
S3 Demonstrate
S4 Describe, Distinguish
S5 Apply
S6 Explain
S7 Summarise
S8 Analyse
S9 Deduce, Evaluate
What are generic skills?
Key Skills Training ppt.
What we mean by generic and what the intention is of promoting them.
Centile Lines
Severe = PMLD
Moderate = SLD
Mild = MLD

COLUMBUS
SCHOOL AND COLLEGE

Key Skills

COLUMBUS
SCHOOL AND COLLEGE

part 1:

Philosophy & Rationale

NCC Curriculum Guidance: ‘The Whole Curriculum’ (1990) 1

Core Skills

All these skills are transferable, chiefly independent of content and can be developed in different contexts across the whole curriculum.

Many organisations have made lists of these core skills which, whatever else they emphasise, have as their basis

Communication
Numeracy
Study
Problem Solving
Personal and Social
Information Technology

QCA: *Planning, teaching and assessing the curriculum for pupils with learning difficulties (2001)*

Developing Skills

The Key Skills

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving Own Learning and Performance
- Problem Solving

Thinking Skills

- Sensory Awareness and Perception
- Early Thinking Skills

Additional Priorities

- Physical, Orientation and Mobility Skills
- Organisation and Study Skill
- Personal and Social Skills
- Daily Living Skills
- Leisure and Recreational Skills

Key Skills

are

generic learning skills applicable across all contexts: home, school and community

and they

promote meaningful and socially inclusive living

Key Skills

- key skills do not replace subjects
- subjects provide contexts for Key Skills

Three Entitlement Questions

- ***What is taught?***
  - Key Skills & relevant content within the framework of the NC
- ***Where is it best for learning to take place?***
  - Meaningful Contexts
- ***How is learning best experienced?***
  - Collaborative Processes

Taken from the 8 Ps

COLUMBUS
SCHOOL AND COLLEGE

The Key Skills Index (IndexKS)

A Guide to the IndexKS

- Designed around 7 key skills
- Defines and fully describes key skills and their components at different ability levels across all ages for learners with PMLD & SLD
- Level descriptions are written in a narrative style
- Skills described in terms of what a learner might be doing

The Seven Key Skills

- PSH
- Communication
- Application of Number
- Physical
- Problem Solving
- ICT
- Improving own Learning & Performance

COLUMBUS
SCHOOL AND COLLEGE

7 key skills →

- P.S.H.
- Communication
- Application of Number
- Physical
- Problem Solving
- I.T.
- Improving own Learning & Performance

↓

17 components →

e.g. in P.S.H
- Personal
- Social
- Health, Hygiene and Safety

↓

each component has about 6 elements →

e.g. in P.S.H. Personal
- Feelings and Emotions
- Personal Relationships

↓

there are 4 tiers

e.g. in P.S.H. Personal, Feelings and Emotions

Tier 1 – 'shows different feelings and emotions such as enjoyment, displeasure, happiness, sadness or anger'

Evidence of success

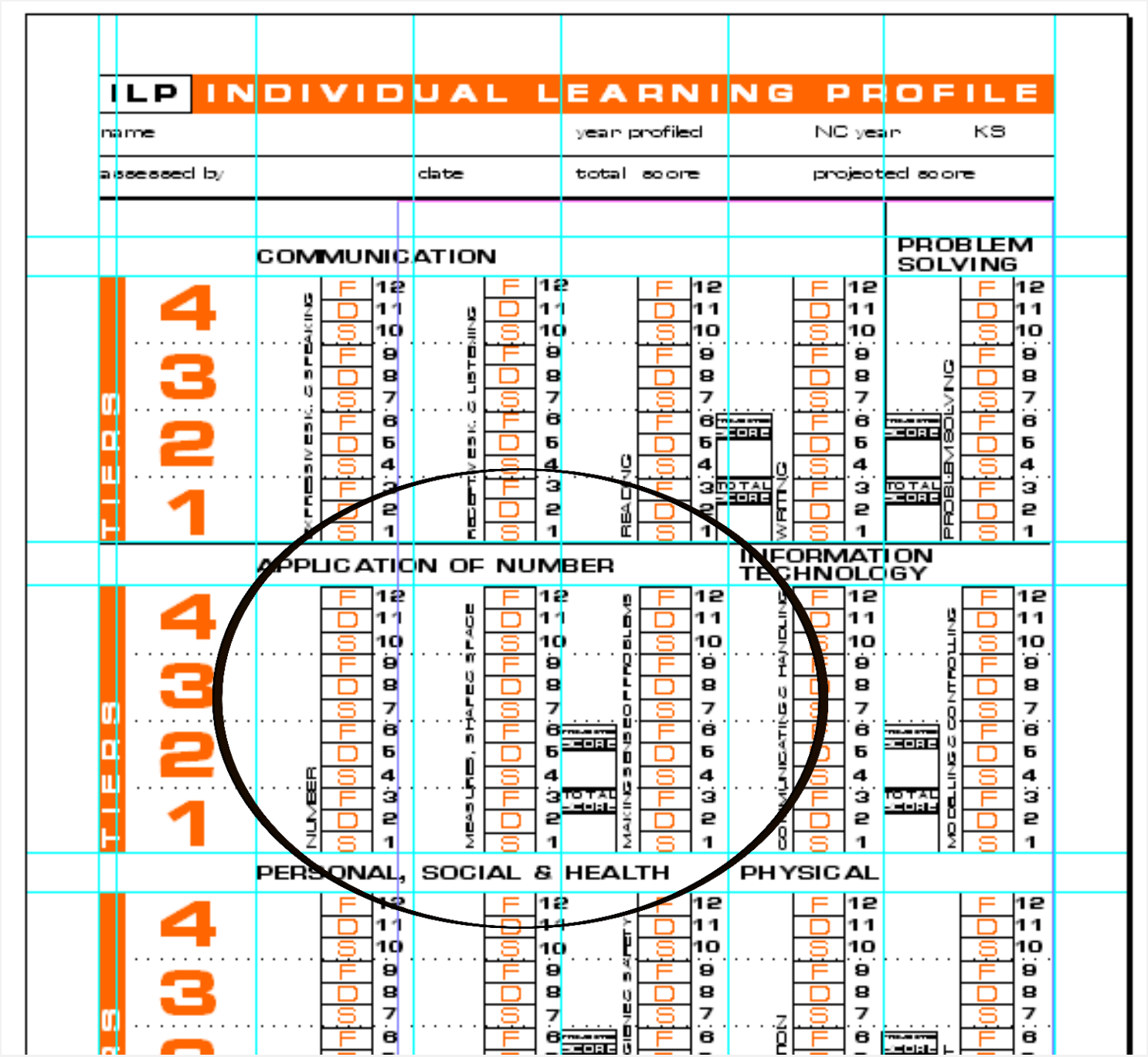
'smiles and vocalises when doing stretching exercise in pool with physiotherapist'

COLUMBUS
SCHOOL AND COLLEGE

- **the ILP**

(individual learning profile)

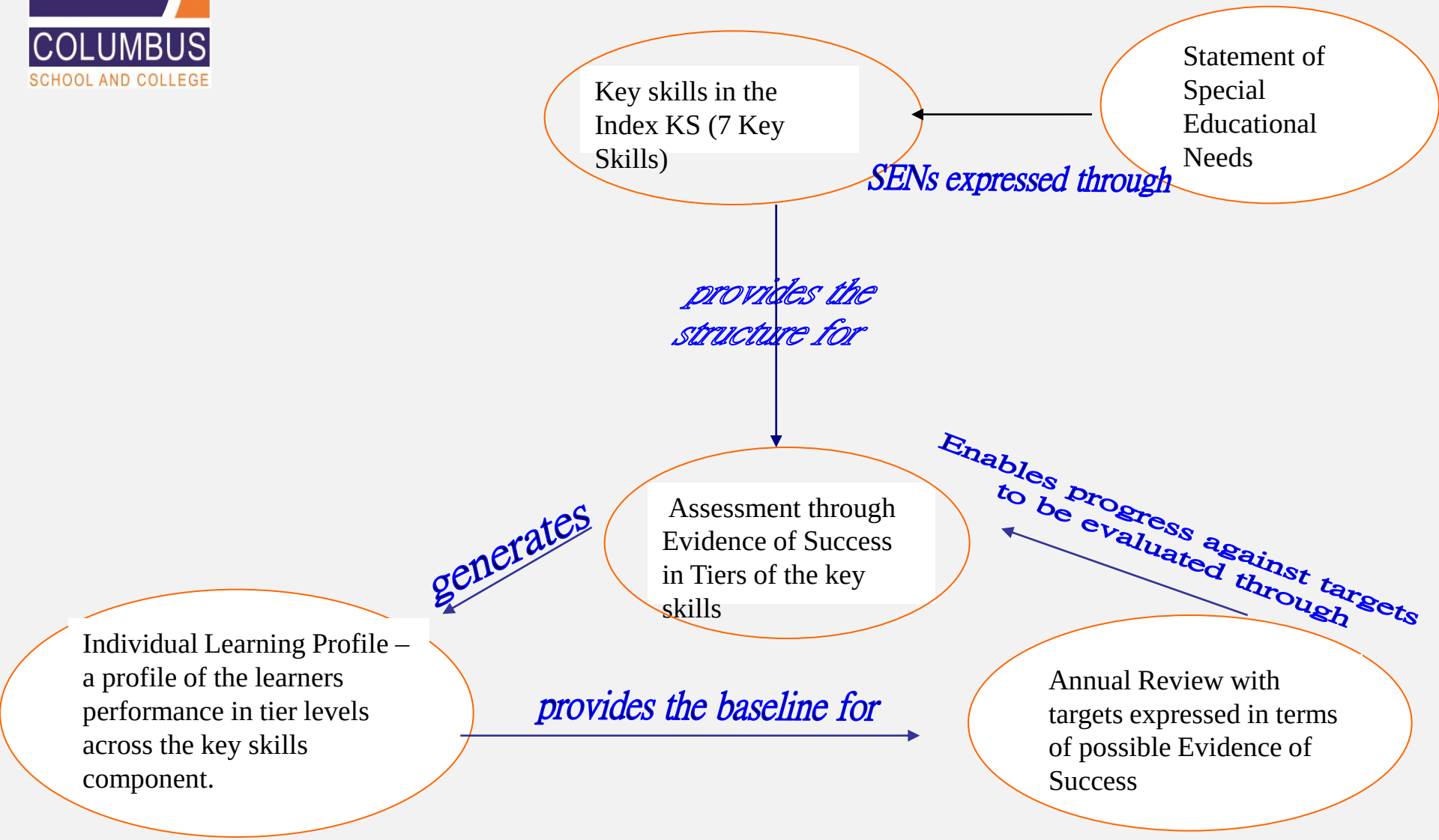
COLUMBUS
SCHOOL AND COLLEGE



COLUMBUS
SCHOOL AND COLLEGE

A Model of Assessment

The Possible Model of Assessment



Reflections on the Model

- Take 3 minutes to read through the diagram
- Discuss this with a partner (5 minutes)
- How is this similar to what you do now?
- How is this different from what you do now?