Ré Nua
Todhchaí an Oideachais Speisialta

Muireann Ní Arrachtáin
Scoil na nÓg

Tús maith……

- Múnla nua
- Polasaí & Páipéarachas – ag simpliú i dtreo praiticiúlachta
- Measúnú – cur chuige gur féidir brath air
- Straitéisí in-ranga – cur chuige comhoibreach

i. Cad is ciall leis an múnla nua?
ii. Cén páipéarachas atá ag teastáil anois?
iii. Ceard iad na himpleachtaí don fhoireann scoile?
iv. Conas is féidir córas cuimsitheach mheasúnú a chur i bhfeidhm i scoileanna?
v. Scileanna liteartha na bpáistí – líofacht léitheoireachta & litriú

Ré nua – an múnla nua

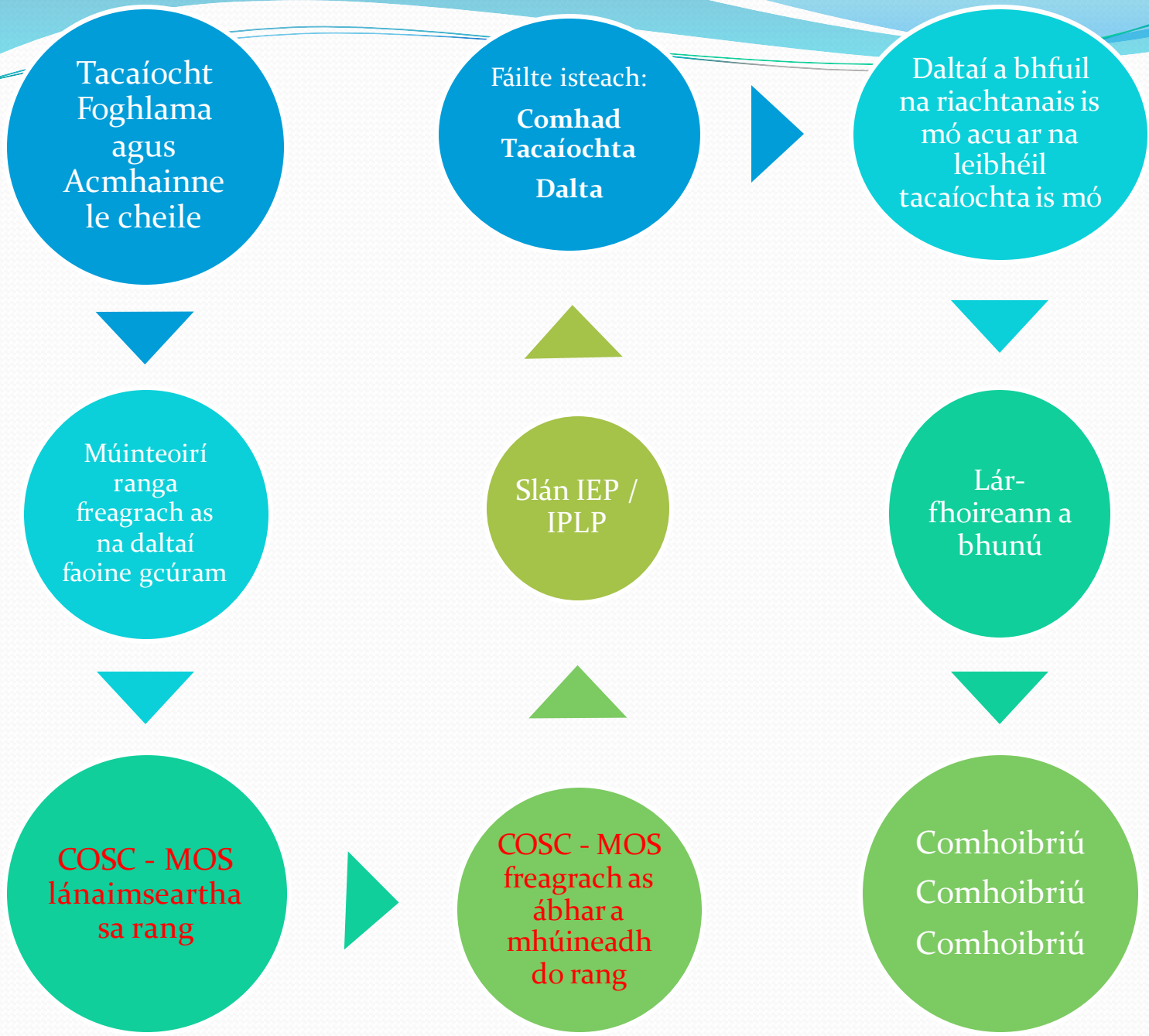
- Achmhainn + Tac. Foghl. → Múinteoirí Oideachais Speisialta
- Comhad Tacaíochta Dalta – taifead faoi leith
- Ar feadh tréimhse dhá bhliain

An chéad chéim eile:

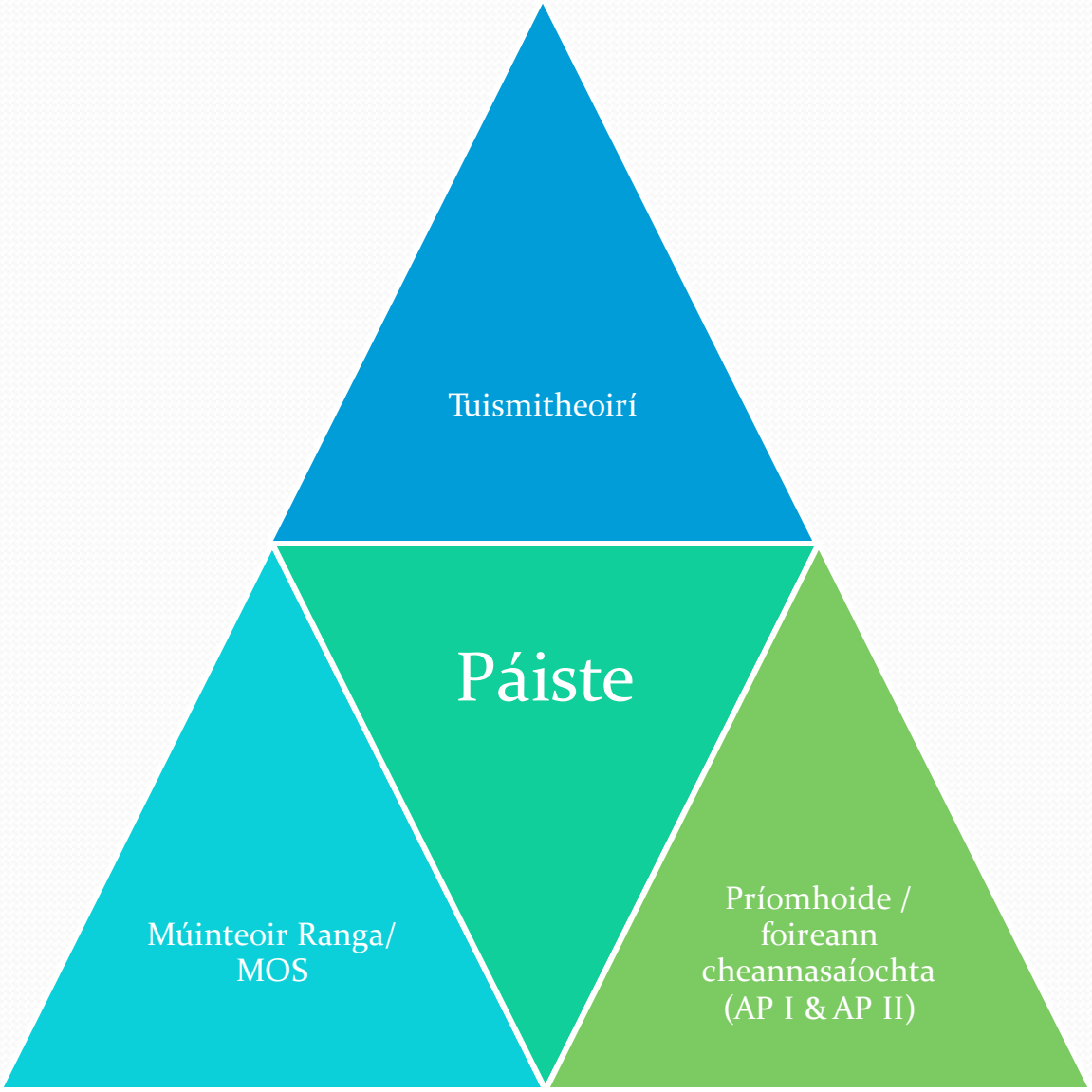
- 2017-2018 – bailiúchán eolais → próifíl scoile nua
- 2018-2019 – níos mó eolais ón NCSE

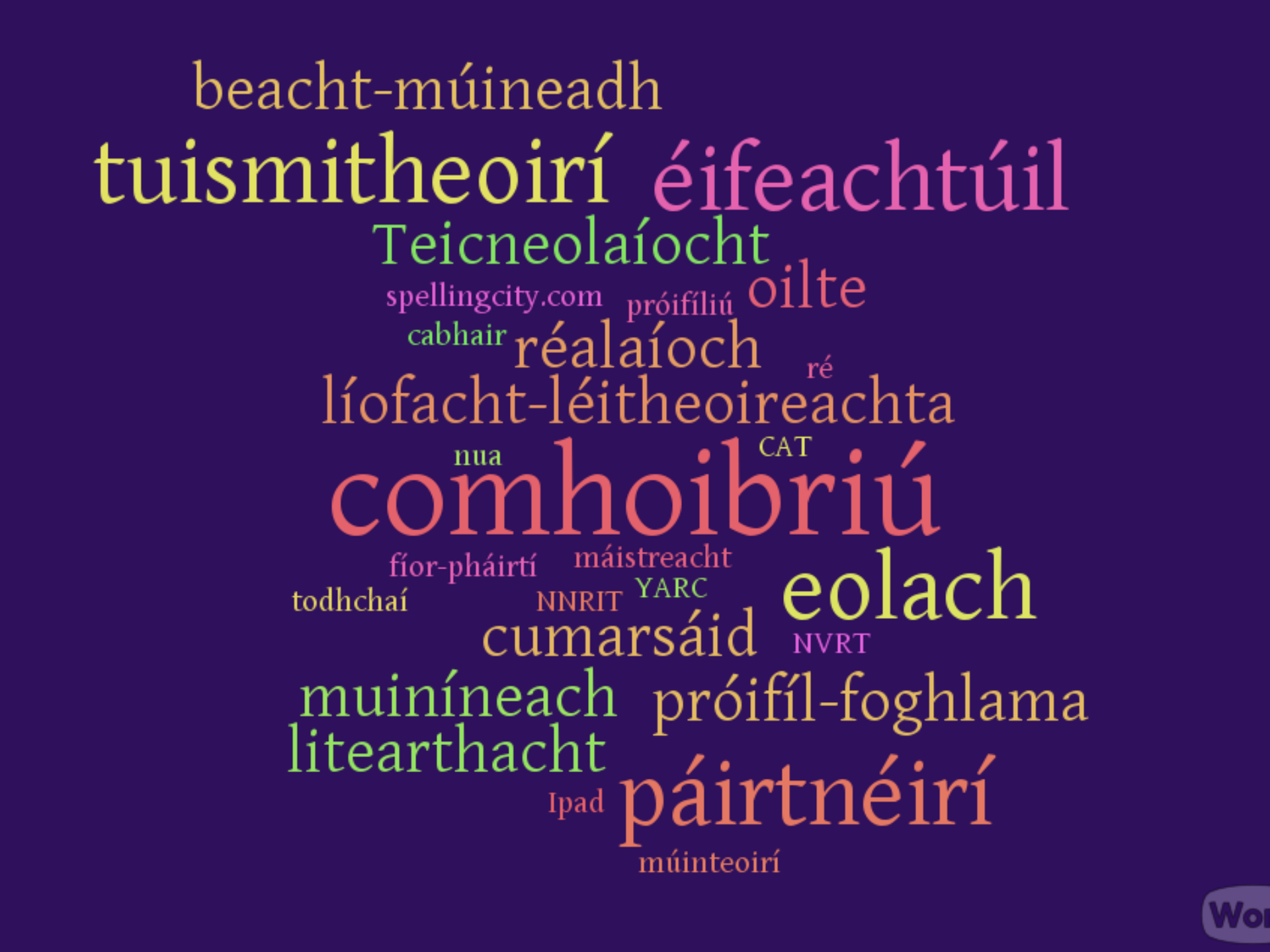
Ceisteanna:

https://padlet.com/muireannh/renua


Tacaíocht Foghlama agus Acmhainne le cheile
Fáilte isteach:
Comhad Tacaíochta Dalta
Daltaí a bhfuil na riachtanais is mó acu ar na leibhéil tacaíochta is mó
Múinteoirí ranga freagrach as na daltaí faoine gcúram
Slán IEP / IPLP
Lár-fhoireann a bhunú
COSC - MOS lánaimseartha sa rang
COSC - MOS freagrach as ábhar a mhúineadh do rang
Comhoibriú
Comhoibriú
Comhoibriú

Thar tréimhse dhá bhliain.....

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Teicneolaíocht
spellingcity.com
próifíliú
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líofacht-léitheoireachta
nua
CAT
comhoibriú
fíor-pháirtí
máistreacht
todhchaí
NNRIT
YARC
eolach
cumarsáid
NVRT
muiníneach
próifíl-foghlama
litearthacht
Ipad
páirtnéirí
múinteoirí

Polasaí nua

Scrúdaithe caighdeánacha

- Faoin 10ú % (Sten 3 = <12ú %)
- INTO: Faoi Sten 4 (92 SAS)

Acmhainne / Tac. Foghlama

- Éinne a raibh uaireanta acmhainne nó tacaíocht fhoghlama acu go dtí seo – ag brath ar riachtanaisí na bpáistí
- 1-2-1 nuair is gá

Contanam Tacaíochta:

- Daltaí le riachtanais atá aitheanta tríd an gContanam Tacaíochta
- Fianaise bailithe trí mheasúnú scoile agus monatóireacht ar thorthaí foghlama (EAL)
- Éinne le sain-deacreacht foghlama
- Éinne le sain-neamhord úrlabhartha & teanga
- Páistí le diosgraife agus diospraicse

Páistí le sain-riachtanais fhoghlama:

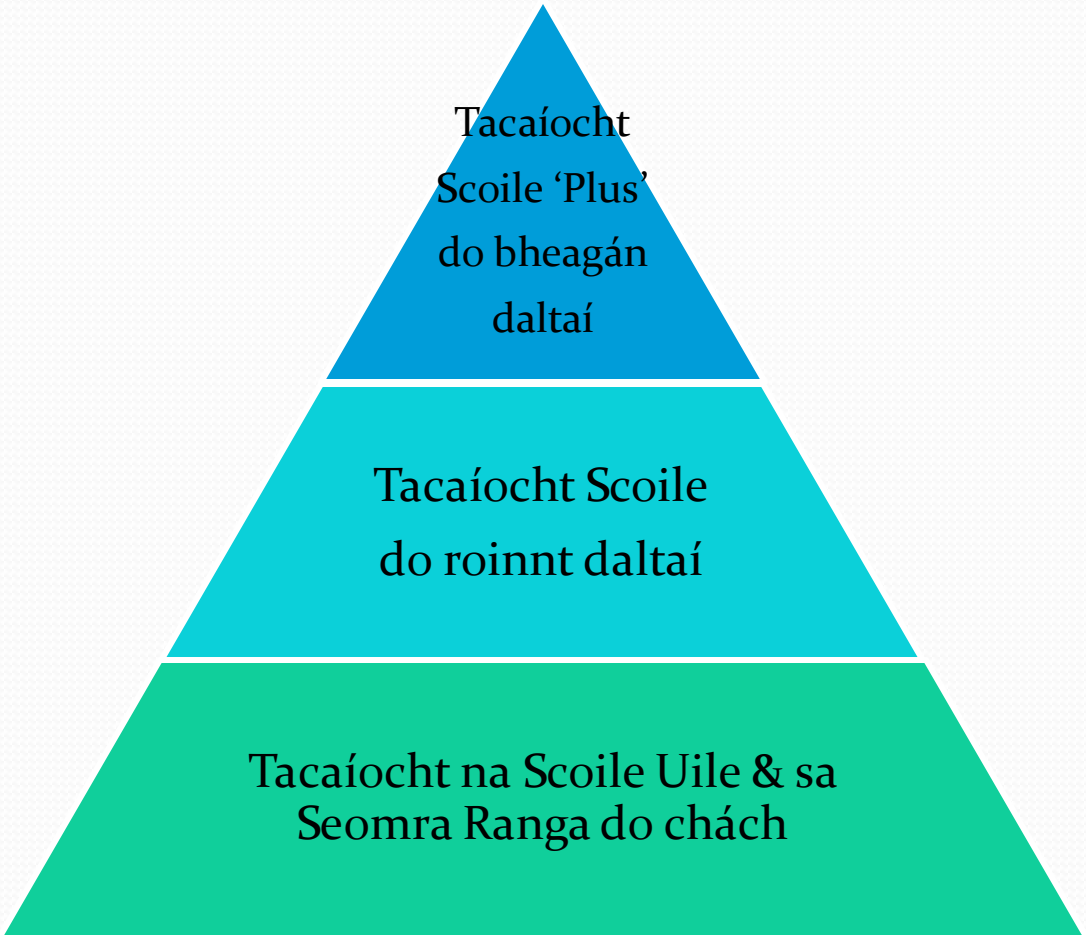
droch-iompar, míchumas céadfach, riachtanas mothúchánach / fisiciula

<u>Clár luath-idirghabhála agus coisc:</u>

- Aistear & Curaclam Nua
- Múineadh i Stáisiúin idir Bhéarla & Mhata
- Measúnú a dhéanamh & cabhair ar fáil má's gá i ngrúpaí beaga / aonair

Comhoibriú:

- Bunaithe ar phrionsabail chomhoibreacha idir Príomhoide, MR, tuismitheoirí & MOS
- MR freagrach as dul chun cinn na bpáistí ina rang
- Córas idir-dhealaithe in-ranga nuair is féidir
- Áit lárnach do thuismitheoirí mar pháirtí
- Measúnú cuimsitheach
- Taifead & páipéarachas

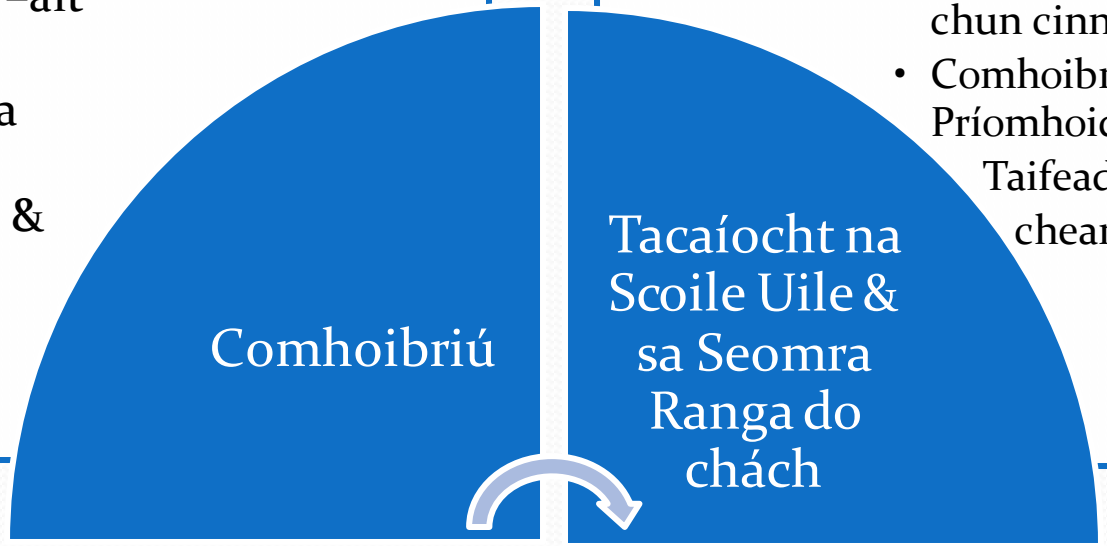

Tacaíocht
Scoile 'Plus'
do bheagán
daltaí
Tacaíocht Scoile
do roinnt daltaí
Tacaíocht na Scoile Uile & sa
Seomra Ranga do chách

Comhad Tacaíochta Dalta

- Le líonadh ag an MR+MOS+TUISTÍ
- Cóip amháin –áit lárnach
- Am leagtha sa chiorclán do chomhoibriú & múnla nua

- CTD in úsáid ag an múinteoir ranga d'éinne aitheanta
- Taifead ar na stráitéisí / dul chun cinn nó in olcas
- Comhoibriú leis an MOS & Príomhoide & Tuistí

Taifead ar atá á dhéanamh cheana féin



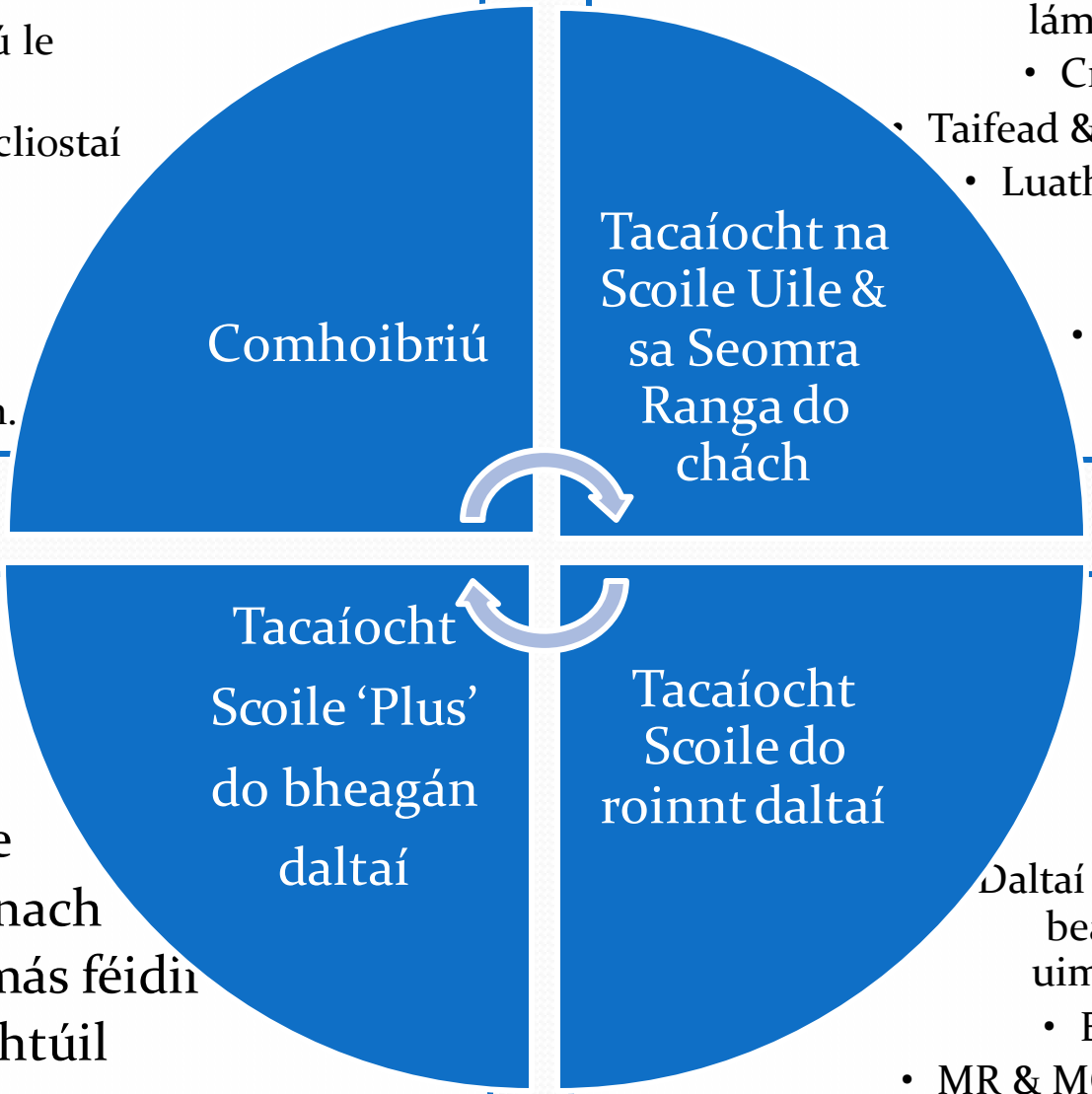
- Uaireanta acmhainne
- NEPS & HSE / OT
- Cabhair sa bhreis anuas ar an TS do roinnt dhalta
- IEP leathanach

- Tacaíocht fhoghlama nár oibrigh an tacaíocht uile scoile sa SR
- Ag braith ar an bpolasaí:
  - Disléicse
  - Daltaí faoi Sten 3 / 4
  - Imní / droch-iompar / scileanna sóisialta

Comhad Tacaíochta Dalta

- Polasaí nua
- CPD
- CTD líonta
- MOS ag cabhrú le agallaimh
- MOS + MR seicliostaí
- MOS+MR
  - Tuistí
  - Idirdhealú
  - SWST
  - Líofacht léith.

- Próifíl fhoghlama an dalta
  - SWST / CAT 4 / NGRT / Scrúdaithe caighdeánacha / lámh scríbhneoireachta
  - Cruinniú leis na tuistí
  - Taifead & anailís ➔ athraithe
  - Luath idir-ghabhála agus coisc
  - Cabhair in-ranga
  - MR & MOS ag tacú



- Uaireanta acmhainne
- IEP leathanach
- I ngrúpaí más féidir
- Go héifeachtúil

- Daltaí ag freastal i ngrúpaí beaga do litearthacht / uimhreas / dúshlán eile
  - Beag duine ina aonar
- MR & MOS ag obair le chéile

Riachtanais – i dtreo sainmhínithe

- Litir 17 Samhain
- "One of the factors the school profiles take into account is the ***number*** *students with complex needs attending the school*. These students have the *most significant functioning difficulties*. The term 'complex needs' is an identifying term which seeks to identify those students whose *enduring conditions very significantly affect their capacity to learn*.
- November 2017 – collect information on the numbers of children with complex needs at entry to J.I class. ➔ inform complex needs factor in school profiling
- The criteria for the identification of this cohort agreed with HSE & aligns with the definition used in the National Policy on Access to Services for Children & Young People with Disability & Developmental Delay (2016)
- All children attending or on the waiting list for children's disability teams are regarded as having complex needs. JI children on visiting teachers caseloads with a moderate to severe/profound level of disability included

- Each year in Oct./Nov starting in 2017, all children's disability services will be asked to give details of the numbers of children attending their service, or who have been assessed and are on the waiting list for services, who have just started in JI in each school in the area → because non known to Education system and NCSE will no longer be processing applications for low incidence hours

- There will be a number of Junior Infant children in the age range of 4 to 6 and it will not be necessary for the HSE teams to identify the number of students who started school prior to September 2017 as these students have previously been accounted for by the NCSE under the previous allocation model, through the low incidence category group.

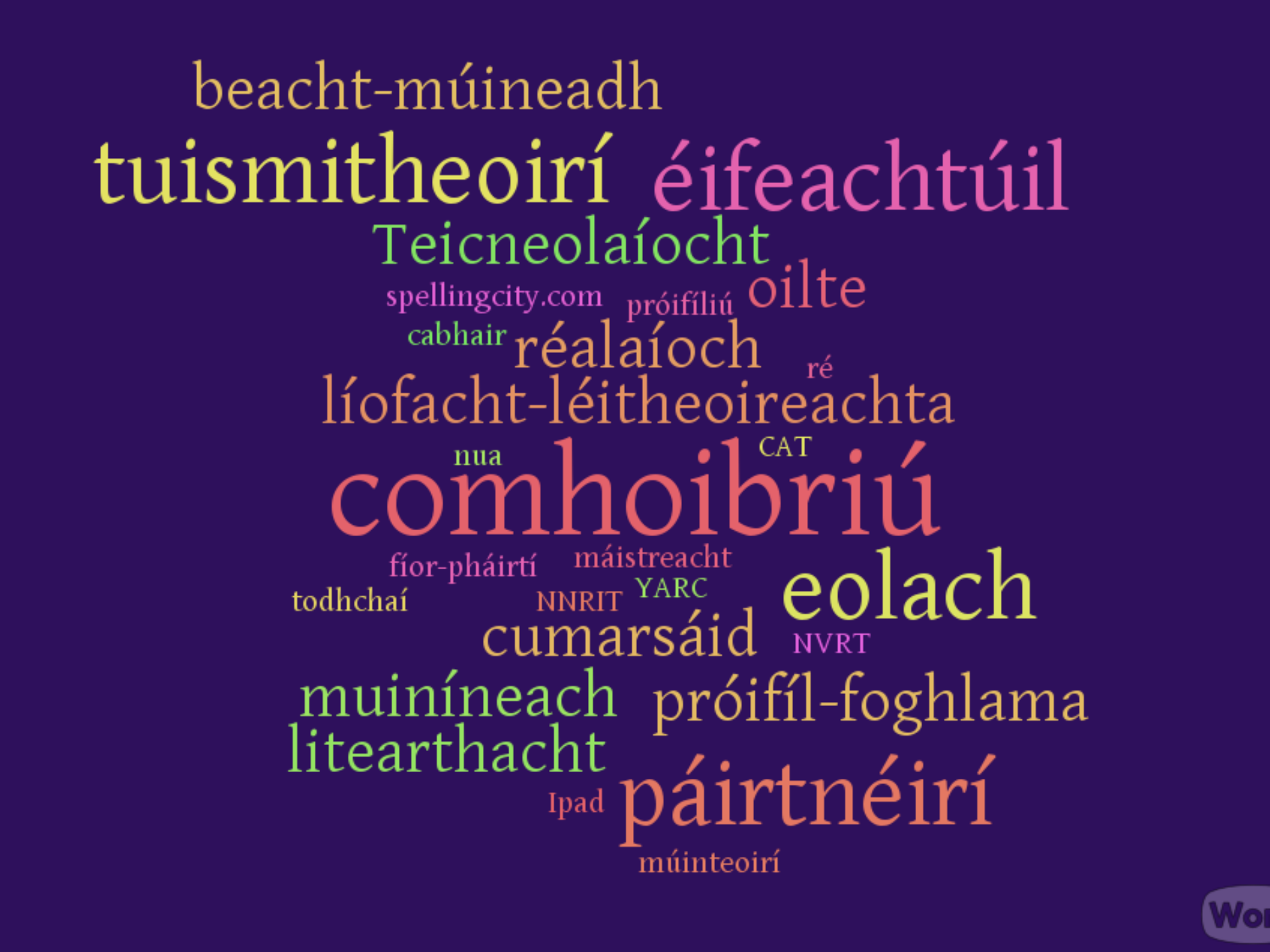
- Definition of non-complex needs: 3.4.1 Access Document

  "Non complex needs refers to one or more impairments giving rise to functional difficulties which result in mild restrictions in participation in normal daily living. It may also refer to children with moderate functional difficulties which are likely to be mitigated by uni-disciplinary or multidisciplinary Primary Care Services supports.

- Definition of complex needs: 3.4.2

  Complex Needs refers to one or more impairments which contribute to a range of significant functional difficulties that require the services and support of an interdisciplinary disability team.

- http://www.disabilityawareness.ie/images/documents/AccessPolicyCYWithDisabilityDevelopmentalDelay.pdf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fíor-pháirtí
máistreacht
todhchaí
NNRIT
YARC
eolach
cumarsáid
NVRT
muiníneach
próifíl-foghlama
litearthacht
Ipad
páirtnéirí
múinteoirí

Measúnú

- Éifeachtach → brath air
- Riarachán in-ranga
- Ceartúchán & anailís – comhoibriú
- Fíricí suntasacha

Scrúdaithe Caighdeánacha + tástáil fhorlíontach (NGRT / CAT 4)

Eolas breise más cuí

- >21 SAS pointí
- Difríocht > 2 Stens san NGRT

→ YARC

Próifíl fhoghlama

- Comparáid SAS
- Plé le NEPS
- Roinnte le tuistí
- Cuid den Chomhad Tacaíochta Dalta

Ábhar:	SAS	Sten	Percentile
Dromcondra - English Spelling	90	4	25
Dromcondra - Maths	99	5	47
English Reading Vocab	99	5	47
English Reading Comprehension	89	4	24
*English Reading Total**	94	5	35
Single Word Spelling Test Spelling age: 9 years, 10 months+	90	4	26
Neale Analysis of Reading – Accuracy (Reading age: 9 years 10 months +)	92	4	30
Neale Analysis – Comprehension Reading age: 12 years 10 months+	109	6	72
CAT4 – Verbal Reasoning	102	5	55
CAT4 - Quantitative Reasoning	118	7	89
CAT4 – Non Verbal Reasoning	127	9	96
CAT 4 – Spatial Awareness	140	9	99
CAT 4 – Average	122		

Is bleachtairí sinn……..

- Ceithre phróifíl fhoghlama agus sampla scríbhneoireachta

Ceisteanna:

1. An próifíl chothrom í seo?
2. Cá bhfuil an chothromaíocht / neamhchothromaíocht le feiscint?
3. Cén measúnú atá ar an scríbhneoireacht?
4. Ainmnigh na céimeanna eile a mholfá.

NB: Cad atá in easnamh ionas gur féidir linn pictiúr iomlán a bheith againn?

Learning Profile – 1

Subject	Standard Score	Sten	Percentile
Drumcondra Maths	101	6	53
Drumcondra Béarla – Vocab	88	4	21
Dr. Béarla - Comprehension	82	3	12
Drumcondra Béarla -Total	83	3	13
Single Word Spelling Test Chronological age: 10:06	91	Spelling age: 8:10	28
New Group Reading Test Chronological age: 10:06	NGRT		
NGRT – Sentence Completion		4	
NGRT – Passage Comprehension		5	10:00
NGRT – Total Reading age: 10:00	96	4	40
York Assessment of Reading for Comprehension (YARC)		Chronological age: 10:07	
YARC – Accuracy	82	Reading age: 7:09	12
YARC – Rate	89	Reading age: 8:05	23
YARC – Comprehension	79	Reading age: 7:11	8

Learning Profile - 2

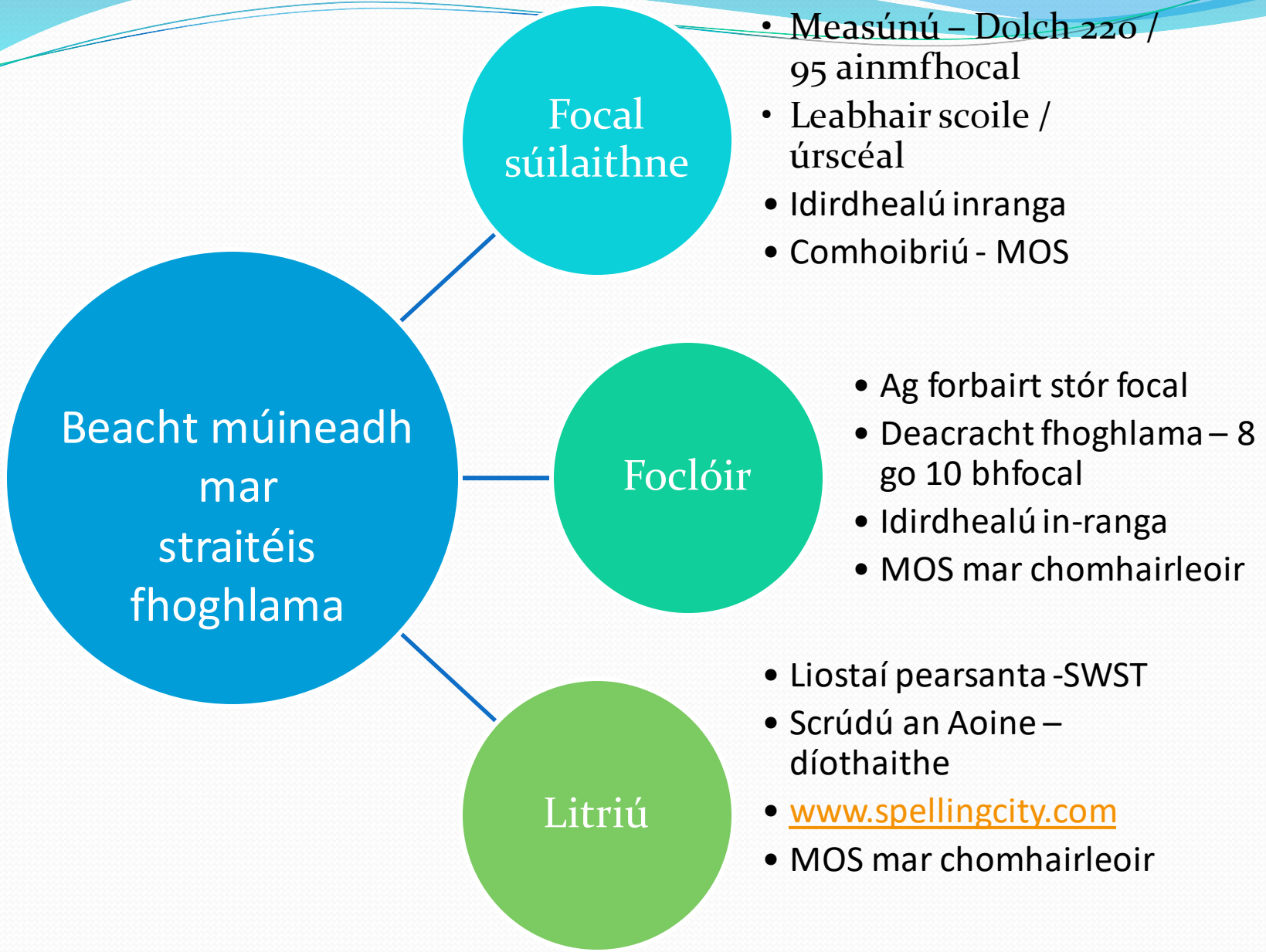
Subject	Standard Score	Sten	Percentile
Drumcondra Maths	99	5	47
Drumcondra Béarla – Vocab	114	7	82
Dr. Béarla – Comprehension	115	8	84
Drumcondra Béarla –Total	116	6	86
Single Word Spelling Test: Chronological age: 11:06	84	Spelling age: 8:09	14
Non Grouped Reading Test	(NGRT)		
NGRT Sentence Completion		9	
NGRT – Passage Comprehension		7	
NGRT – Total (Reading age: 15:10)	120	8	91
YARC Chronological age: 11:07			
YARC Accuracy	94	Reading age- 10:04	34
YARC Comprehension	99	Reading age - 11:10	47
YARC Rate	101	Reading age - 12:02	53

Próifíl 3	SAS	Sten	Percentile
Drumcondra Maths	114	7	82
Drumcondra Béarla – Vocab	112	8	93
Dr. Béarla - Comprehension	109	7	73
Drumcondra Béarla -Total	116	8	86
Single Word Spelling Test Chronological age: 11:02	128	12+	97
New Group Reading Test Chronological age: 11:03	NGRT		
NGRT – Sentence Completion		8	
NGRT – Passage Comprehension		6	
NGRT – Total Reading age: 14:03	114	7	82
York Assessment of Reading and Comprehension- YARC		Chronological age: 11:05	
YARC – Accuracy	102	Reading age: 11:10	55
YARC – Comprehension	81	Reading age: 7:06	10
YARC – Rate	107	Reading age: 12:05	68

Próifíl 4 Subject	SAS	Sten	Percentile
Drumcondra Maths	114	7	82
Drumcondra Béarla – Vocab	95	5	37
Dr. Béarla - Comprehension	104	6	61
Drumcondra Béarla -Total	99	5	47
Single Word Spelling Test Chronological age: 10:08	89	Spelling age: 8:00	24
New Group Reading Test Chronological age: 10:08	NGRT		
NGRT – Sentence Completion		2	
NGRT – Passage Comprehension		6	
NGRT – Total - Reading age: 09:10	95	4	37
York Assessment of Reading for Comprehension (YARC) Chronological age: 11:07			
YARC – Accuracy	84	Reading age: 8:08	14
YARC – Rate	96	Reading age: 9:10	40
YARC – Comprehension	83	Reading age: 8:06	13

Deontas: €6.40 an dalta gaelscoile – gach bliain

Rang	Scrúdú	Costas an dalta	€€
N. Bheaga	Deartha ag an scoil féin		
N. Mhóra	Deartha ag an scoil féin		
Rang 1	NNRIT / NVRT Single Word Spelling Test	Aonuaire (c. €200) Aonuaire (€131)	€6.40
Rang 2	Scrúdaithe Caighdeánacha NGRT Single Word Spelling Test	€3.50 (Gaeilge, Béarla, Mata) €6.30 Aonuaire	€6.40
Rang 3	CAT4 Scrúdú lámhscríbhneoireachta Single Word Spelling Test	€11.00 Aonuaire €300 Aonuaire	€6.40
Rang 4	Scrúdaithe Caighdeánacha Single Word Spelling Test	€3.50 Aonuaire	€6.40
Rang 5	NGRT Single Word Spelling Test Scrúdú lámhscríbhneoireachta	€6.30 Aonuaire Aonuaire	€6.40
Rang 6	Scrúdaithe Caighdeánacha Single Word Spelling Test	€3.50 Aonuaire	€6.40
Iomlán		€34.10	€38.40

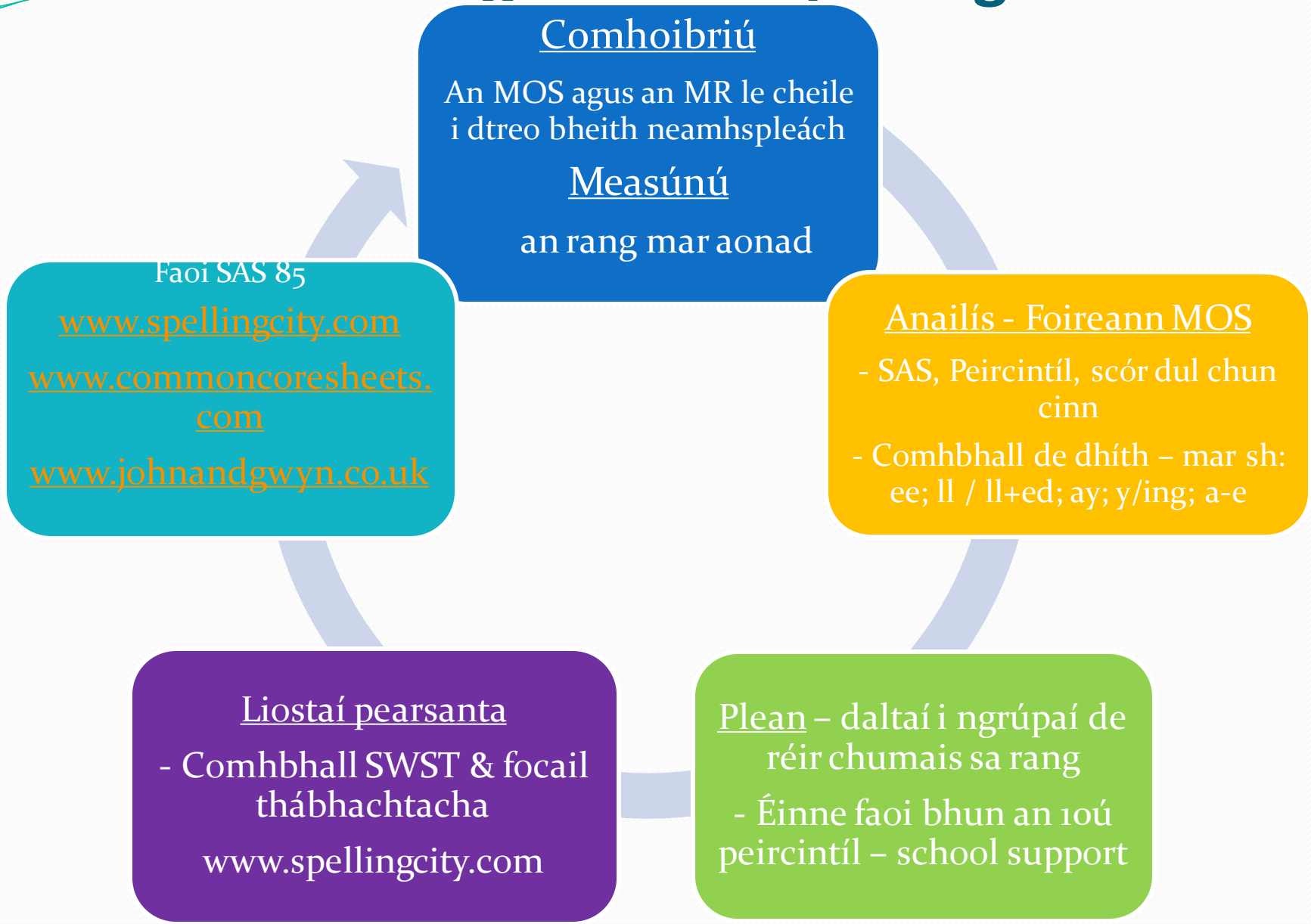


- Measúnú – Dolch 220 / 95 ainmfhocal
- Leabhair scoile / úrscéal
- Idirdhealú inranga
- Comhoibriú - MOS

- Ag forbairt stór focal
- Deacracht fhoghlama – 8 go 10 bhfocal
- Idirdhealú in-ranga
- MOS mar chomhairleoir

- Liostaí pearsanta -SWST
- Scrúdú an Aoine – díothaithe
- www.spellingcity.com
- MOS mar chomhairleoir

SWST – Single Word Spelling Test



Spreagadh + neamhspléachas = rath ar an gclár

- “We are all talking about spelling and everybody wants to get in on the act. We have rolled it out very successfully in Third since Sept. They no longer need the scaffold of SET teachers to make it work. The class teacher can now manage the three groups themselves. A common spelling feature is taught ,even if it is not that groups focus for the week. Focus is given to word meanings and time spent on the strategies.
- All classes, except Fourth are using it in the senior end and we have just introduced it in Second last week. We love it. Our drip feed approach has worked a treat too. teachers have come and asked us about trialling it because they have heard conversations and positive feedback about it.
- Giving them an active role in leading it and organising it collaboratively in their own class levels has demanded that they invest themselves in it and take ownership of it. We had planned that it would be our whole school approach to the teaching of spelling over the next few years. It looks like that is already happening. It really is a success story so far, so long may it last. I still remain very excited about it.

Lourda Bourke, Scoil Phádraig Naofa

Foclóir – ag feabhsú i dtreo tuisceana

- Idirdhealú in-ranga
  - Liosta na bhfocal – focail + míniú; focail in abairt; synonym; antonym
  - Liosta na n-amharc focal
  - www.spellingcity.com
  - Gníomhachtaí le priontáil don obair bhaile
  - Cluichí
  - Taifead ar obair na ndaltaí
  - €50 in aghaidh na bliana

- Féachfaimid ar fís.

Straitéisí in-ranga

www.mangahigh.com

- Costas €4 an dalta don bhliain
- Idirdhealú + scrúdaithe Drum Conrach

Cuimhne fheidhmiúil

- Straitéisi inranga – éisteacht, scríobh agus labhairt

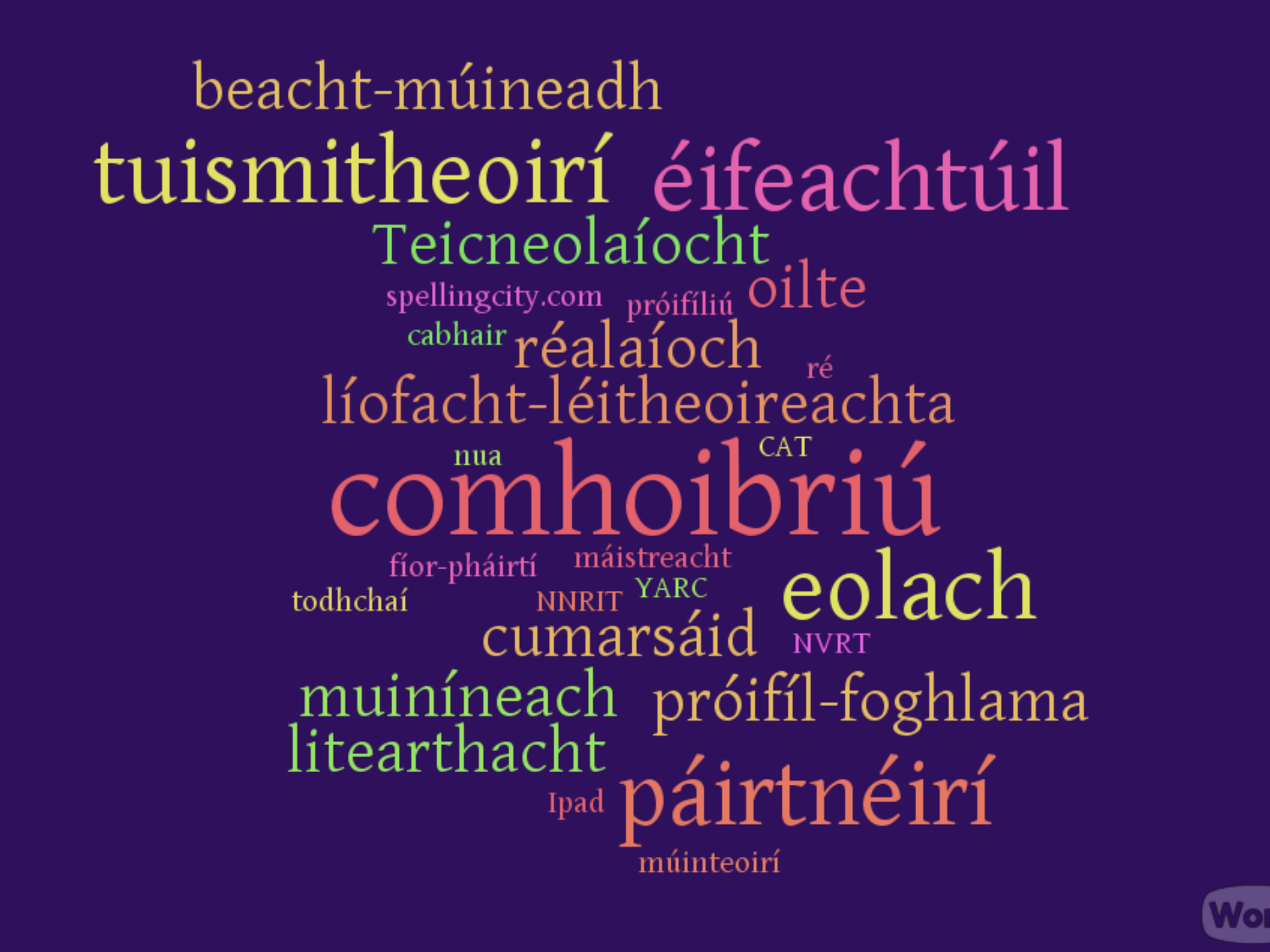
Múineadh le chéile – stáisiúin

- Múinteoir / tuismitheoirí eile ag cabhrú

Parents and teachers may have anxieties about working with each other. Teachers may be uncertain about what role parents can play. Some parents may have memories of school which make them uncomfortable relating to teachers. Most such problems are surmountable and are worth overcoming because of the influence that parents can have on the development of their young person's literacy skills (Hall and Harding, 2003; Sénéchal and LeFerve, 2002; Shaver and Walls, 1998; Persampieri, et al., 2006).
Parental involvement leads to positive outcomes for students especially so around the ages of 7 or 8 (Miedel and Reynolds, 1999). Shiel, Evers, Perkins and Cosgrove (2005) recommended that schools should make significant efforts to help parents in developing their children's language and literacy skills. NEPS: p. 21

Cá rachaimid anois…….?

- SESS – lorg cuairt ó chomhairleoir
- Polasaí nua
- Measúnú – córas gur féidir brath air
- Infheistiú – ríomhairí / ábhar mheasúnú
- www.spellingcity.com / SWST
- Mangahigh.com – triail i rang amháin
- CPD – litearthacht sa rang
- Google - GSuite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NVRT
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próifíl-foghlama
litearthacht
Ipad
páirtnéirí
múinteoirí

- Beacht-múineadh - https://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/NEPS-Resource-Precision-Teaching-Approach.pdf
- NEPS: Interventions https://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/NEPS-Resource-Interventions.pdf
- Processing speed: https://www.the-test-tutor.com/blogs/news/games-and-activities-to-improve-your-childs-processing-speed