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ADDITIONAL SUPPORT AND MEDIATED LEARNING IN INCLUSIVE EDUCATION

Dynamic assessment as a support tool in inclusive education

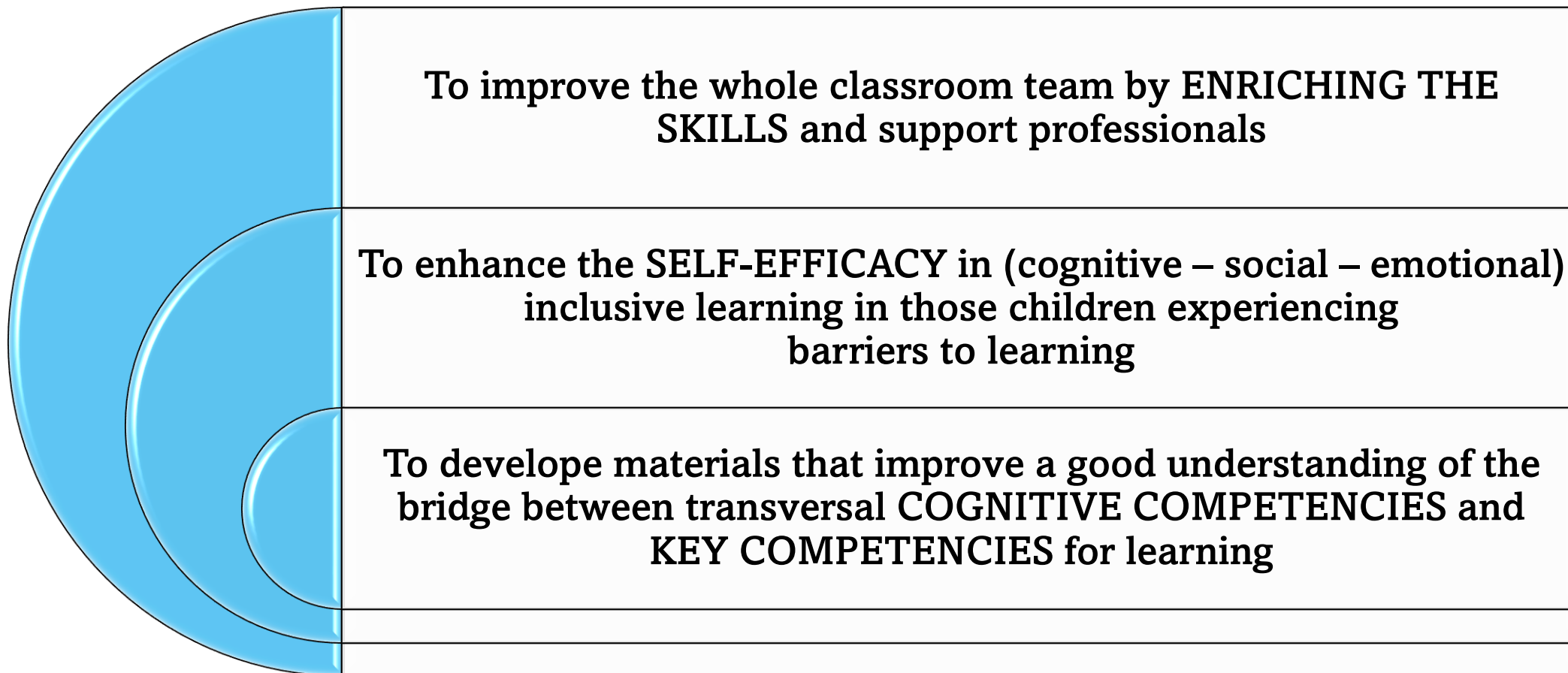
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DYS-centrum Praha z. ú.



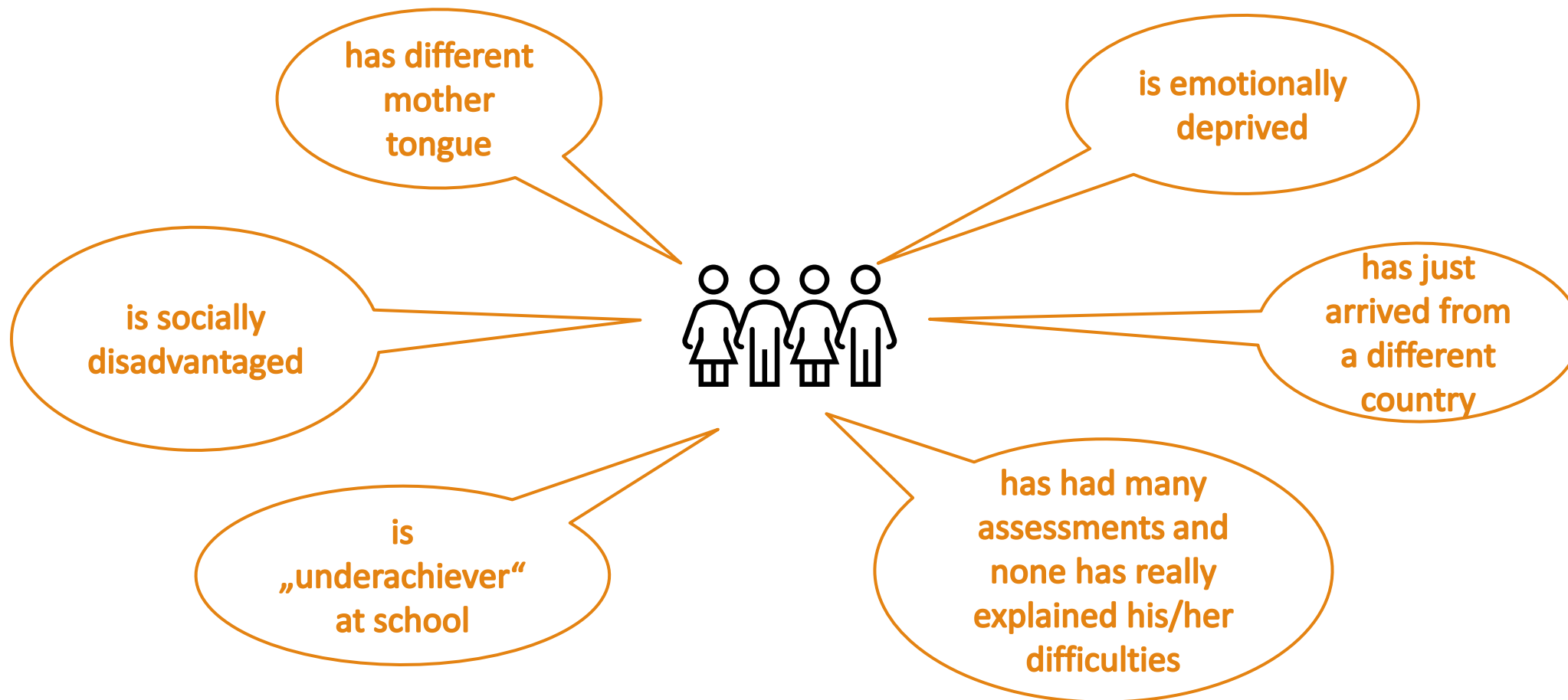
UNIVERSITÀ
CATTOLICA
del Sacro Cuore



Project goals



Imagine a child who...

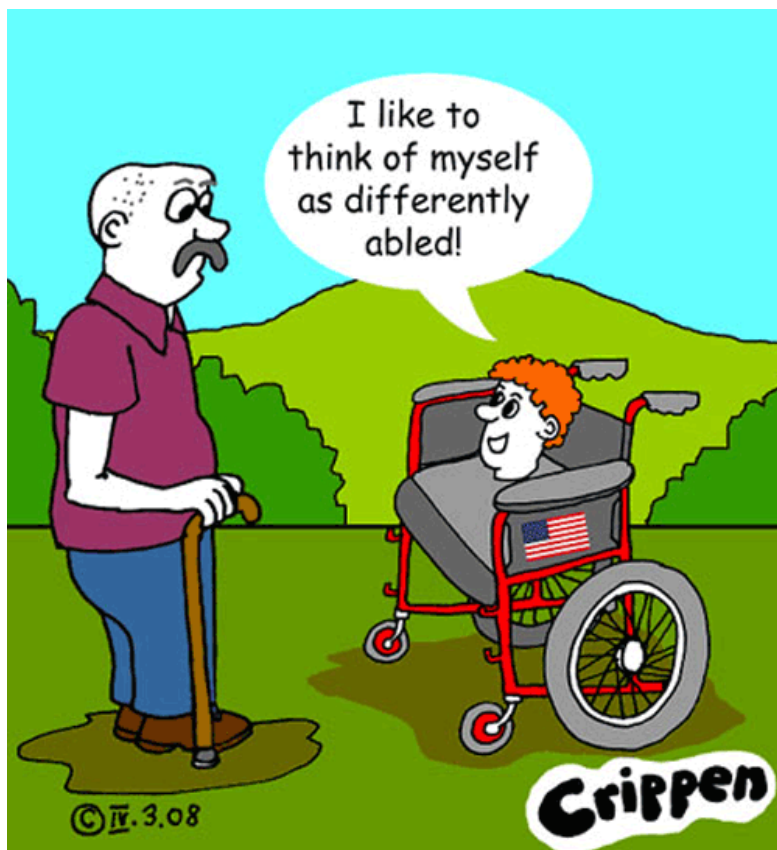




What is dynamic assessment?

- It assesses the learning potential (from Vygotsky's perspective – the zone of proximal development)
- It assesses individual changes
- It presumes cognition is as a modifiable trait, not a state.
- It focuses on the process not a result.
- It analyses the process for thinking and learning – one's answers (and also mistakes), mental processes and operations, one's study strategies
- It always adjusts to one's individual needs.

Furthermore, it gives no label!



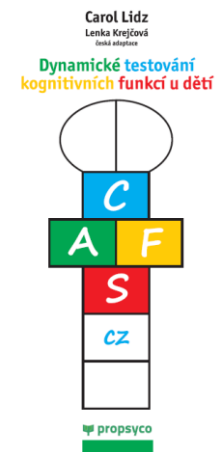
Who can be the assessor?

- ✓ School psychologists
- ✓ Remedial teachers
- ✓ SENCO
- ✓ Teachers



The assessment batteries we use

Application of cognitive functions scale (ACFS) by C. Lidz



CATM, CITM, CCPAM, CMB, Seria-Think Instrument, CSTM, WMR (D. Tzuriel)



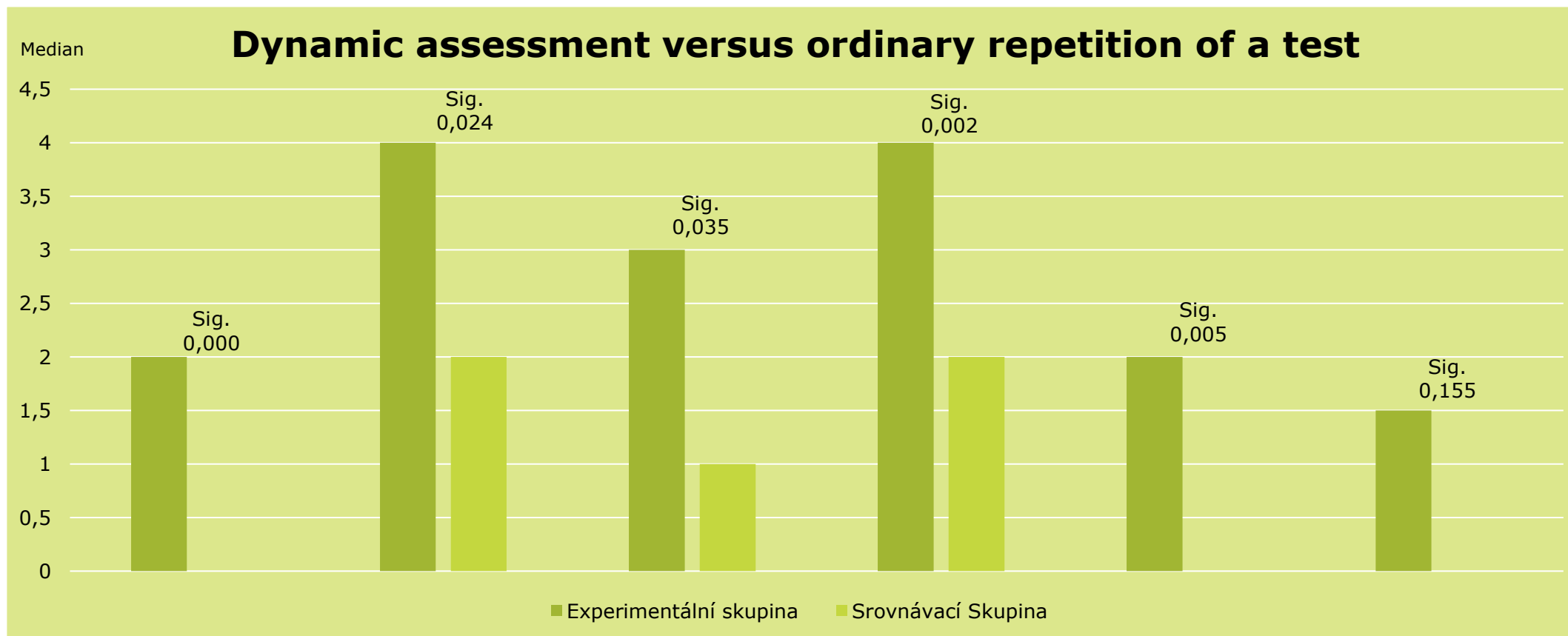
Learning propensity assessment device (LPAD) by R. Feuerstein



LPAD
VÝŠETŘENÍ UČEBNÍHO POTENCIÁLU -
STANDARDNÍ

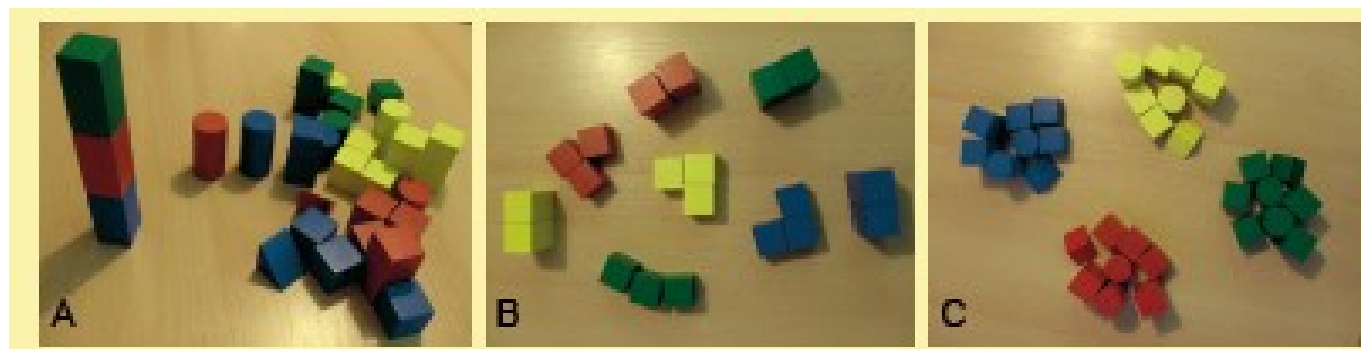
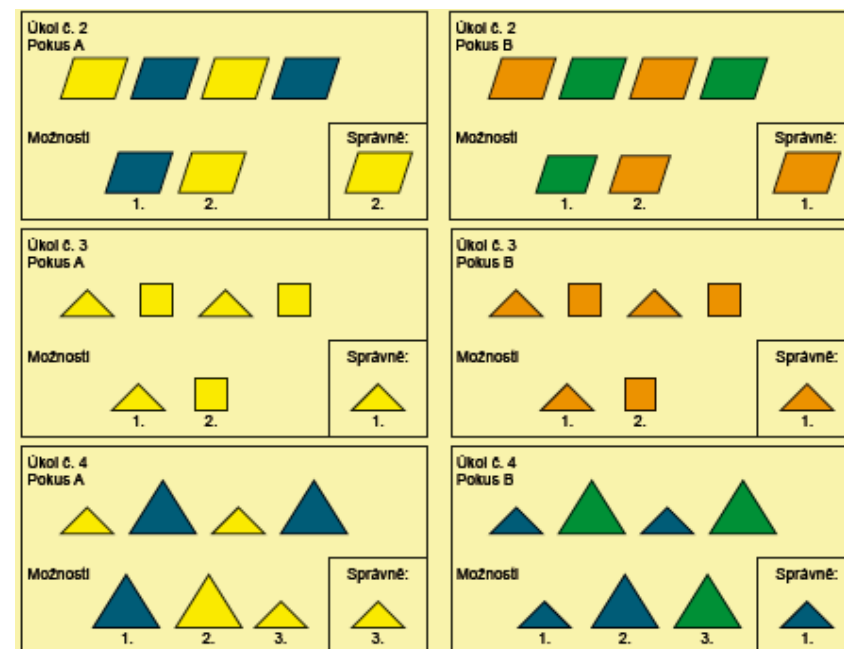
... and more are coming soon

Some interesting data (ACFS)



Children with specific language impairment (ACFS)

- ❑ 298 children without difficulties + 37 children with SLI
- ❑ children with SLI scored significantly lower in ACFS pretest – scale auditory memory ($p \leq .013$) and verbal planning ($p \leq .002$)
- ❑ however, there was no significant difference between the groups when the score of change was analysed



Children with attachment disorder (ACFS)

- there were no differences between the of the ACFS-cz pretest scores and the Woodcock-Johnson IV COG scores.
- the comparison of the results of the ACFS-cz posttest with Woodcock-Johnson IV COG showed significant differences in three examined areas (Classification, Short-term auditory memory, Short-term visual memory).

