Module 5 – Data analysis: Activity book

Inclusive Practices Self-Assessment Guide

In this activity, you will use the *Inclusive Practices Self-Assessment Guide* to assess your school's level of performance in inclusive teaching and learning pedagogy.

Focus on the **Data Analysis** section of the Self-Assessment Guide:

1. Read the Guiding Statement. This statement is designed to support your discussion and reflections before you consider the observed evidence of practice in your school.
2. Read and discuss the statements of observed evidence.
3. In light of your discussions and reflections, working on your own, rate your perception of your school's current level of performance within the Targeted Assessment component of the Intervention Framework.

	GUIDING STATEMENT	OBSERVED EVIDENCE	LEVELS OF PRACTICE		
			Beginning There is little or no evidence.	**Developing** There is partial and uneven evidence.	**Sustaining** There is clear, convincing & consistent evidence.
DATA ANALYSIS	**Data driven, decision-making** processes are applied within **inclusive** school practices to accommodate the learning needs of **all students**.	• Teachers are proficient at interpreting and using systematically collected evidence to plan for student learning.	☐	☐	☐
		• There is adequate, regularly scheduled, on-going planning time for teachers to meet in order to analyse, interpret, plan and act on student learning and/or behavioural data.	☐	☐	☐
		• Teachers determine adjustment strategies most appropriate for their learners when considering content, pedagogy and the environment for learning.	☐	☐	☐
		• Teachers and leaders in the school have an expectation that all students will demonstrate growth in their learning regardless of the starting place.	☐	☐	☐
		• The school has common understandings of what determines 'appropriate' levels of growth in key learning areas and the capabilities.	☐	☐	☐
		• Teachers and leaders meet regularly to analyse progress data to determine if the level of adjustment provided for students is enabling 'appropriate' levels of growth.	☐	☐	☐
		• The school has an agreed protocol for documenting the specific learning needs of targeted students.	☐	☐	☐
		• Multiple sources of feedback are used to plan priorities for teachers' professional learning when the evidence suggests this would enhance the quality of teaching for diverse learners.	☐	☐	☐
		• Parents, guardians and caregivers are encouraged to contribute to the understanding of their child's learning needs within the Program Support Group (PSG) protocol.	☐	☐	☐

Goal setting

It's important that your team develop goals based on an analysis of student data and evidence that identify the intended learning outcomes for a student.

These goals should be clearly defined and positively framed, so that you know exactly what you are targeting and when each goal has been achieved.

For some students, this is best achieved through the Program Support Group structure where Personalised Learning Plans and Behaviour Support Plans are developed.

Review the Personalised Learning Plan and Behaviour Support Plan below. Both can be found on the CEVN website under Curriculum and Student Support / Learning Diversity/ Student Services.

Personalised Learning Plan (CECV Example Template Primary) 2017 – 2018

SECTION A: STUDENT PROFILE					
Name of Student		Date of Birth		Year Level 2018	
School Name		Campus		E Number	

Program Support Group Membership		Invited Consultants	
Parent/s		Catholic Education Consultants	
Parent Advocate		Learning Support Officer/s	
Student		Consultants (e.g. Physiotherapist Occupational Therapist, Paediatrician)	
Teacher/s			
Principal/ Nominee			
Reports Considered during PLP Development	1. 2.		
SWD Primary Category (including primary diagnosis)		Application Type	
Additional SWD Categories (if applicable)			
Life Goals (student/parent/carer)			
Key Learning Achievements and Challenges in 2017			

Most recent Literacy & Numeracy Data (Please provide two points of data with dates for all students excluding new Preps)			
Point 1 Date:		*Point 2 Date:*	

Management Plans (please upload as additional document)	
Nationally Consistent Collection of Data (NCCD) level of adjustment (as determined by the school)	☐ Support provided within quality differentiated teaching practice ☐ Supplementary adjustment ☐ Substantial adjustment ☐ Extensive adjustment

Motivators/Interests	Strengths/Talents

MATRIX AREA	STRENGTHS	CHALLENGES	GENERAL ADJUSTMENTS
Communication Communication with others and ability to express and comprehend *How the student communicates with others, including how they express themselves and their ability to comprehend what is communicated to them.*			
Social Understanding of social rules, ability to make and maintain friendships and understanding of emotions of others *The student's understanding of social rules along with their ability to make and maintain friendships, understand emotions, read and respond to other people.*			

Information Processing and Learning Styles Learning behaviours/ preferences *The student's unique learning profile, including strengths and weaknesses that influence ability to process information and learn new skills (attention, executive function, visual spatial skills, memory skills, concrete and literal skills, transferring learning to new situations).*			
Sensory Visual impairment / Hearing impairment Response to sensory information *Outline the use of any sensory aids to support the student's access to the curriculum (e.g. FM unit, hearing aids etc.)?* *The student's response to sensory information - touch, taste, smell, sight, sound, proprioception (knowing where their body is in space) and vestibular processing (balance) information.*			
Behaviour/Safety How behaviour affects participation, type of behaviour exhibited, adaptation to change, impacts on safety *How does the student positively engage in classroom and yard settings; follow rules and routines.* *What challenging behaviours does the student have that impacts on his/her participation in classroom activities (and yard); include duration, frequency and intensity?*			
Self-Care Organisation, eating, dressing, toileting *What organisational skills does the student exhibit; are they able to organise their work requirements in a timely fashion?* *Is the student able to manage by themselves; their eating, dressing and personal hygiene (toileting)?* *With what self-care regimes does the student require additional support? e.g. eating, dressing and personal hygiene (toileting)?*			
Physical Mobility, endurance, equipment required and ability to utilise *How the student is able to move and sustain activity.* *How is the student's mobility restricted?* *What assistance/equipment is required?* *What is the student's resilience to undertaking physical activity; endurance?*			

Medical Management of medical needs including; seizure management, diabetes management, medications, tracheotomy care. Consider student's independence and ability to manage *Detail the student's capacity to independently manage their medical needs?* *How the student's medical needs impact on their learning and participation in the classroom and on the yard. What support does the student require; seizure management, medications etc?*			

SECTION B: STUDENT LEARNING PROGRAM

Victorian Curriculum/ ABLES/EAL Continuum / Identified needs from matrix	
Annual Goal/s (2017–2018):	

Level	Entry Skill *What skills has this student demonstrated in relation to this goal? Include level of performance in accordance with Victorian Curriculum/ ABLES/EAL Continuum*	Short Term Goal (T4,2017 / T1, 2018) *What behaviour did/do you want the student to demonstrate? Use SMART goals.* *Use specific terms such as:* *-to compare -to list* *-to write -to compute* *-to explain -to evaluate*	Adjustments, supports and learning activities for program implementation *What adjustments were/will be implemented to support the student to achieve these goals?* *Type of adjustment* *Degree of adjustment* *Supports and scaffolding for the adjustment*	Evidence of Progress *Provide evidence (e.g. data) of achievement and state the degree of improvement in performance.* *i.e. summative and formative assessment information, work samples presented by teacher, standardised assessments.*

SIGNATURES		
Parent/Guardian Name:		
Signed:		
Date:		

School Representative Name	
Signed:	
Date:	

Behaviour Support Plan Template

STUDENT: **YEAR LEVEL:**

START DATE: **COORDINATOR:**

This plan is committed to supporting the student in developing skills required for positive social interaction, in order to become a more successful learner and to create a safe learning environment for all.

BACKGROUND: Brief summary of key information/factors that may be having an impact on the student. *Considerations may include: environmental, developmental and health factors (including medication/sleep difficulties), learning strengths and challenges (including formal assessment results/reports), cultural and social factors, experience of trauma, diagnosis of disability/disorder.*	
TARGET BEHAVIOUR: The behaviour of concern that the support team wants to change. (This may be a behaviour/skill that occurs either more frequently than desired or less frequently than desired.) *Describe the form of the behaviour in observable and measurable terms, stating what the student says or does, e.g. student runs out of the classroom three or more times each day, student yells out 'I don't want' and throws task materials onto the floor.* *N.B. Avoid subjective descriptions/terms.*	
TRIGGERS: The immediate antecedent or setting events/contexts/routines that directly or indirectly increase the likelihood of the target behaviour occurring. *Examples of triggers include: environmental stimuli e.g. noise level, changes to schedule, transitions, non-preferred tasks, interaction with/proximity to individuals, social/auditory/academic requests made of student, conflict at school.*	
FUNCTION: What is the student trying to gain or avoid as a result of the target behaviour? *Common functions of problem behaviour may lead to a student: <u>gaining</u> peer attention/interaction, adult attention/interaction, a desired activity/object/item, sensory input; or <u>avoiding</u> a non-preferred/difficult/boring/easy task/activity, attention/interaction/proximity to peers/adults, non-preferred/uncomfortable sensory experience.* *A summary statement can read: 'When _____ happens, the student does _____ and as a result (gains/avoids) _____.'*	

SIGNS/INDICATORS: Student's expression/body language/statement prior to demonstration of behaviour. *Statement that describes the student just prior to problem behaviour. Describe common signs/ indicators e.g face becomes red, voice volume becomes louder, moves around the learning area.*	
GOAL: What replacement behaviour is desired? What behaviour is socially acceptable and serves the same function as the target (problem) behaviour? *Write a SMART goal (Specific, Measurable, Achievable, Relevant, Time-referenced), e.g. 'For X to calmly transition between activities using verbal and visual cues 80% of the time after 6 weeks.'* *The <u>targeted learning outcome</u> for the student is 'to calmly transition between activities'. The <u>conditions</u> in which this targeted outcome will occur are 'using verbal and visual cues' and the <u>criterion</u> is '80% of the time after 6 weeks'.*	
PROACTIVE INTERVENTIONS: Aimed specifically at assisting the student to demonstrate the alternative/replacement behaviour (goal). *Include:* • *<u>prevention</u> interventions (adjustments) to modify antecedents that trigger the target behaviour* • *interventions to <u>teach</u> and prompt the replacement behaviour* • *interventions to <u>reinforce</u> the replacement behaviour (initially approximations to the goal).*	
IMPLEMENTED BY: Specify staff who will be responsible.	
EVALUATION: Specify how the goal will be monitored and over what timeframe. *Consider what data will be collected and analysed.*	
ONGOING ADJUSTMENTS: What adjustments will be implemented consistently, in order to best support the student (e.g. 'chill out room')?	

REVIEW DATE OF PLAN	

I have read this plan and commit to its implementation.

TEAM MEMBER	ROLE	TEAM MEMBER	ROLE

Applying SMART goals

Now that you have explored SMART goals, apply this strategy to one case study.

Select one case study and write two SMART goals for that student. You will also find an example of completed smart goals.

SMART GOAL/S				
Who? (the student)	What? (What is the action?)	Where? What? How? With whom? With what? (the conditions)	To what criteria? (add a performance standard)	When? (specify a realistic time frame)
For Ashley	To blend three sounds	When reading a set list of 10 CVC words, 1:1 with the teacher	To 90% accuracy	By the end of term
For Lucas	To get his materials ready for learning	At the start of every literacy session	To 90% accuracy	By the end of term
For Amy	To arrive at Maths class with her maths folder	Independently	Four out of six classes per cycle	In four-weeks time
For Sam	To answer literal comprehension questions	After reading a four paragraph narrative	To 95% accuracy	By the end of Term 2
For Dean	To write a science report	Using the simplified template	To 90% accuracy	By the end of the current unit of work

CASE STUDY 1: Amy, Year 8 student with learning difficulties

Narrative for Amy

Amy is a Year 8 student struggling with reading comprehension tasks across all learning areas and capabilities.

Primary to secondary transition assessment information indicated that Amy was performing below standard in both Literacy and Numeracy. Year 7 NAPLAN and current school data is consistent with this.

Amy is described by her English teacher as a reluctant reader, who reads so slowly that she easily loses meaning. Amy's English teacher also notes Amy has a very limited vocabulary which further impacts on her ability to comprehend both written and spoken language.

Amy struggles in maths and is described as easily forgetting everything learned. Amy does not appear to have basic maths facts or any mental computation strategies.

Amy's other subject teachers note that she is not able to read subject specific vocabulary and texts, and is not able to follow instructions or answer comprehension tasks. They describe Amy as also experiencing difficulties with organisation, following instructions and social interactions with peers and teachers at school.

Amy is currently receiving support for her academic and organisational needs from staff in the Learning Enhancement Department who note Amy has made little progress.

Data set for Amy
- PAT Reading – 13th Percentile
- South Australian Spelling Test – Spelling age 8.2 years
- YARC Secondary:
    - Accuracy – 72
    - Rate – 68
    - Comprehension – 70
- PAT Maths – 7th percentile
- MYAT
    - Literacy – 70
    - Numeracy – 74
    - Non-Verbal – 78

CASE STUDY 2: Bobby, Year 3 student with Autism Spectrum Disorder

Narrative for Bobby

Bobby is a Year 3 student who lives with his mother, maternal grandmother and younger sister. He has moved from a government school to the local Catholic primary school at the beginning of the year.

Bobby was assessed by a multidisciplinary team when he was in Year 1 and diagnosed with Autism Spectrum Disorder (ASD) with significant difficulties with pragmatic language and sensory dysregulation. His cognitive ability has been assessed and is in the low-average range.

Bobby has elevated levels of anxiety which present as:

- always wanting to hold a toy in his hand
- wandering the room rather than settling to a task
- difficulties participating in group work
- crawling under tables
- running out of the classroom
- hiding in the corridor behind a door
- extreme reluctance to engage in any new learning
- ignoring the teacher's instructions.

Bobby is a highly visual learner and loves reading. He constantly refers to his special interests of dinosaurs and Lego.

Data set for Bobby

Define the target behaviour: Running out of the classroom

Student Name: B   **Year Level:** 3   **Age:** 8   **Classroom Teacher:** Miss Brown

DATE / TIME	SETTING	ANTECEDENT	BEHAVIOUR	CONSEQUENCE
	What were the setting conditions? *External* e.g. social changes, family issues, social issues. *Environment/Activity* e.g. playground, table work, subject. *Internal* e.g. tired, unwell, hungry.	What happened JUST BEFORE the behaviour? *What interactions/event occurred immediately prior? What was the student asked to do?*	Describe the behaviour in observable and measurable terms. *What did the student say or do? For how long? At what intensity?*	What happened after or as a result of the behaviour? *How did others react, e.g. teacher/LSO/peers? What did they say or do? What did the student do then?*
11/10/2017	Classroom, morning session, writing task at table in small group.	Teacher gave instruction of task for 15 minutes while students sat on the floor (B sat on the floor with others). Students transitioned to tables and were instructed to start their work. The noise level in the class increased as students started to move about the room. There was another student sitting in B's seat.	B looked around the room and then ran towards the door. The teacher said, 'It's time for writing, come and sit down'. B ran towards the door and exited the classroom and slammed the door behind him. B did not say anything. His face was angry and he was gritting his teeth.	LSO attempted to follow B and call him back. He did not respond. LSO continued to follow him into the playground and remind him of the task. She said, 'First writing then iPad'.

CASE STUDY 3: Lisa, Year 9 student with Autism Spectrum Disorder

Narrative for Lisa

Lisa is a 14-year-old student with an Autism Spectrum Disorder who is in Year 9 in a mainstream Secondary School. Psychological testing indicates that she is functioning within the high-average range of cognitive performance but has poor skills in short-term, auditory memory, social awareness/understanding, and organisation.

Lisa has an extensive vocabulary and responds to questions from others with 'too much information' giving the impression that she is unclear about how much to say and when to stop speaking. This results in her 'telling the whole story' every time she speaks and becoming frustrated if she is interrupted.

Despite showing above-average comprehension for factual information and a detailed knowledge for her own special interests, Lisa continues to interpret social language literally and appears not to notice social cues such as gestures and facial expressions.

Lisa's teacher reports that Lisa appears to be baffled by her peers and, when she finishes academic tasks (which she does with speed and accuracy), elects to move to a quiet area of the classroom to read 'anything she can get her hands on' or use the computer.

Lisa is described as highly rigid, adhering strictly to routines and class rules plus reacting with annoyance when her peers do not do the same. Lisa has difficulty when redirected to her desk after she has spent time on a preferred task (e.g. reading, computer).

While Lisa does not have a positive identity in the class she does have several children she interacts with on a consistent basis.

Lisa's teacher reports Lisa hums loudly while doing her work and often yells (e.g. 'Shut up people!') if other students are standing near her desk.

Lisa's teacher expresses concern about Lisa's escalating 'physical aggressive behaviour' and he reports that Lisa hits out almost every time another student approaches her. Lisa's teacher has also observed some instances of Lisa kicking children when they have to share work materials with her or sit/stand in close proximity to her.

Adapted from case study prepared by Professor Vicki Bitsika, Bond University.

Data set for Lisa

Define the target behaviour: Hitting, kicking and yelling at peers

Student Name: Lisa   **Year Level:** 9   **Age:** 14 years   **Classroom Teacher:** Mr Smith

DATE / TIME	SETTING	ANTECEDENT	BEHAVIOUR	CONSEQUENCE
	What were the setting conditions? *External* e.g. social changes, family issues, social issues. **Environment/Activity** e.g. playground, table work, subject. **Internal** e.g. tired, unwell, hungry.	**What happened JUST BEFORE the behaviour?** *What interactions/event occurred immediately prior? What was the student asked to do?*	**Describe the behaviour in observable and measurable terms.** *What did the student say or do? For how long? At what intensity?*	**What happened after or as a result of the behaviour?** *How did others react, e.g. teacher/LSO/peers? What did they say or do? What did the student do then?*
20/11/2017 11.15 am	Reading during play in the yard during morning tea.	Other students are talking near Lisa	Lisa yells 'shut up' to other students and pushes them away	The students yelled at Lisa and then moved away and told a teacher what happened. Teacher went over to talk to Lisa. Lisa ignored the teacher the entire time.
20/11/2017 1.30 pm	English. Classroom group activity.	Teacher asked students to work with others in their group to demonstrate their understanding of the quote, 'Birds of a feather stick together'.	Within five minutes of beginning task Lisa yelled, ;this is stupid; and kicked a student.	Teacher told Lisa to go see the principal.
21/11/2017 10.15 am	Small group work. English: Students asked to research and discuss Jane Austen's influence on modern literature.	Jane approached Lisa and said 'can I share your laptop?'	Lisa shouted 'no' and kicked Jane in the shins.	Jane moved away from Lisa and spoke to Mr Hatter. Mr Hatter asked Lisa to think about her actions. After a few minutes, Mr Hatter asked Lisa to apologise to Jane.
21/11/2017 12.30 pm	Lunch time. Lining up at the canteen.	Lisa was waiting in the canteen line with two other students. Four more students joined the line and began jostling each other. One student accidentally bumped into Lisa.	Lisa hit the student on the back then kicked the student in the shins. She yelled 'don't touch me'.	The student said 'it was an accident' then moved away from Lisa and left a space between them in the line.

CASE STUDY 4: Paul, Year 4 student with Mathematics difficulties

Narrative for Paul

Paul is a Year 4 student who has significant difficulty concentrating and staying on task. A high level of distraction is noted across all learning areas and tasks, however, most prominent difficulty is evident in Mathematics.

Paul is not able to retain concepts and skills learned, nor is he able to build on these skills in the next session. Paul does have some basic number skills. He can identify two-digit numbers and his counting of Forward Number Word Sequences (FNWS) is correct up to 30 and Backward Number Word Sequences (BWNS) are correct from 20.

Paul is only able to count and perform basic calculations by using visual aids. He is unable to use other strategies to support basic calculations.

Paul has not developed any strategies to use when he is stuck or unsure of what to do. He is most likely to sit and wait for someone to notice he is not able to do his work, rather than commencing his work independently or asking for assistance.

Data set for Paul

Paul demonstrates automated knowledge of complements to 10 and can double 7, 8 and 9.

When five one-digit tasks were presented in written horizontal format: 6 + 5, 7 + 6, 9 + 3, 9 + 6, and 8 + 7 Paul solved all by counting on by ones, the last task incorrectly.

Three further written tasks in the range 1 to 20 were 13 + 3, 11 + 8, and 17 – 15 were presented. Paul solved the first two by counting on by ones, keeping track on his fingers. On the last task he made three attempts to count 15 counts back from 17 but did not establish an answer, explaining his difficulty that he 'can't go past zero'.

Paul demonstrates limited fluency with combinations and partitions.

CASE STUDY 5: Tamara, Year 3 student with Literacy difficulties

Narrative for Tamara

Tamara is a Year 3 student (8 years, 7 months) who continues to experience difficulty with reading accuracy and comprehension. Tamara has had small focus group intervention since Foundation, when she struggled with identifying letters and sounds.

In Year 1 Tamara participated in Phonological Early Reading Instruction (PERI) and made some progress in the area of phonological awareness.

Her oral reading is currently described as slow and laboured, and she consistently uses sounding out letter by letter when she comes to an unfamiliar word.

Tamara has a small bank of High Frequency Words which she is able to recognise.

Last year Tamara participated in a small group intervention Group Reading and Re-Reading Easy Appropriate texts Daily (GRREaD) and her reading rate has increased from 25 words per minute to 35 words per minute.

Presently, Tamara is participating in a small group Levelled Literacy Intervention (LLI) program and her growth has been minimal.

Tamara is described by her teachers as not being able to transfer skills learnt in intervention to new learning situations in the classroom.

Tamara appears to have difficulty retaining new learning.

Data set for Tamara

TEST	RAW SCORE	STANDARD SCORE	PERCENTILE RANK	STANINE	AGE EQUIVALENT
Sutherland Phonological Awareness Test (SPAT-R)	26 / 60		1st Percentile		
York Assessment of Reading for Comprehension (YARC)		Single Word Reading Test = 78 Accuracy = 72 Comprehension = 81 Rate = 74			
Running Record	Alpha Assess Level 12 Fountas & Pinnell Level G				
PAT-R	Test 2		16th Percentile	Stanine 3	
South Australian Spelling Test	19 / 70				6.7 years Below Critically Low Score
Writing Sample	Structure of narrative is age appropriate. Some paragraphs evident. Beginning to use descriptive vocabulary and some compound sentences evident. Ideas are related to the topic. Handwriting and letter formation is poor. Spelling of regular words is generally correct at CVC level. Beginning bank of high frequency words. Attempts at unknown words are correct in the initial position.				
CEM Speech Pathology Screener	Narrative – Kate and the Smelly Dog (Within normal limits) Concepts and Following Directions Screener (Within normal limits)				

Action plan

Consider further actions your school needs to take. Complete the table below.

ACTION – What	Who*	When	How

*You will need to consider whether each action is to be completed by:

- an individual
- school team
- level
- department
- whole school.