Πώς Γνωρίζουμε Τί Εφαρμόζουμε? Αξιολόγηση της Ποιότητας Ενταξιακών Πρακτικών

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+ **Τί Θα Διερευνήσουμε Σήμερα?**

■ Γιατί να αξιολογήσουμε την ποιότητα των ενταξιακών πρακτικών?

■ Πώς αξιολογούμε ό, τι εφαρμόζουμε?

■ Η Κλίμακα Inclusive Classroom Profile (ICP; Soukakou 2016)
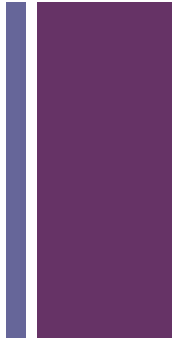
+ Γιατί να Αξιολογήσουμε την Ποιότητα των Ενταξιακών Πρακτικών?

Γιατί Να Αξιολογήσουμε την Ποιότητα των Ενταξιακών Πρακτικών?

- Για να ξέρουμε αν χρησιμοποιούμε ενταξιακές πρακτικές που έχουμε πρόθεση να εφαρμόσουμε.

- Για να ξέρουμε 'πόσο καλά' εφαρμόζουμε τις ενταξιακές πρακτικές.

- Για να ξέρουμε αν οι πρακτικές που εφαρμόζουμε έχουν επιθυμητά αποτελέσματα.

- Για να έχουμε μια βασική γραμμή από την οποία μπορούμε να «χτίσουμε» και να βελτιώνουμε τις πρακτικές που εφαρμόζουμε.

+ Πώς Εννοούμε την Ποιότητα?
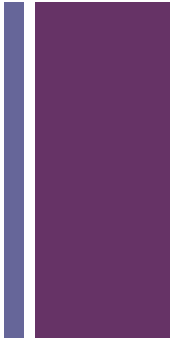
■ Quality in Early Years environments can be understood as a measurable set of characteristics which have been shown to predict children's development & learning e.g. physical environment, curriculum/learning resources

■ How evidence-based practices are used and experienced:

"A decision-making process that integrates the best available research evidence with family and professional wisdom and values "A decision-making process that integrates the best available research evidence with family and professional wisdom and values'

(Sylva, Melhuish, Sammons, Siraj-Blatchford & Taggart, 2010; Buysse & Welsley, 2006).

+ Πώς Εννοούμε τον Όρο 'Ποιότητα'? Ποιος Αποφασίζει?

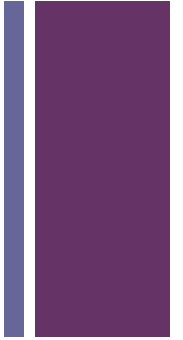- Η κρίση 'ειδικών αξιολογητών'?, 'εκπαιδευτικού προσωπικού'? 'διοικητικού προσωπικού'? ' οικογένειας'? ' σχολικών συμβούλων'? 'μαθητών'?

- Τί είδους ΄δεδομένα' μετράνε? 'μετρήσεις από σταθμισμένα εργαλεία'? 'απόψεις'? 'ποιοτικές περιγραφές?

- Ποιες μέθοδοι είναι κατάλληλες για την αποτελεσματική αξιολόγηση?

+ Τί Γνωρίζουμε για την Ποιότητα των Ενταξιακών Τμημάτων?

- Παλαιότερα δεδομένα→ ποιότητα της ενταξιακής εκπαίδευσης ισότιμη της Ποιότητας της εκπαίδευσης σε σχέση με τυπικές δομές

- Για την αξιολόγηση, η ένταξη οριζόταν ως 'φυσική παρουσία παιδιών στην Προσχολική τάξη'.

- Έλλειψη κατάλληλων εργαλείων και μεθόδων για την αξιολόγηση της ένταξης.

- Πώς θα αξιολογήσουμε, αν δεν ξέρουμε τί να αξιολογήσουμε?

- Δημιουργία 'Evidence-based practices' kai 'recommended standards''

(Love & Horn 2019; Odom et al., 2004; Soukakou 2012; European Agency for Special Needs and Inclusive Education 2017)

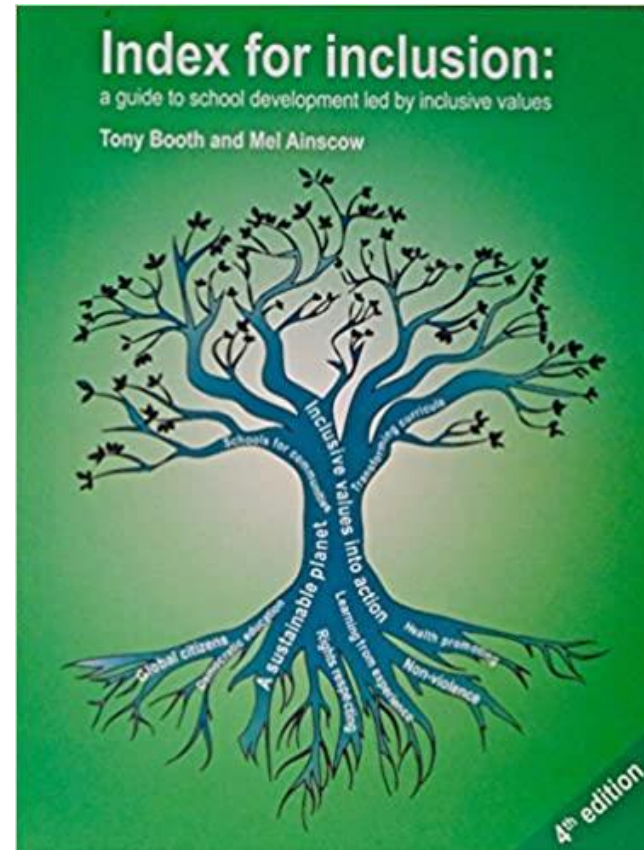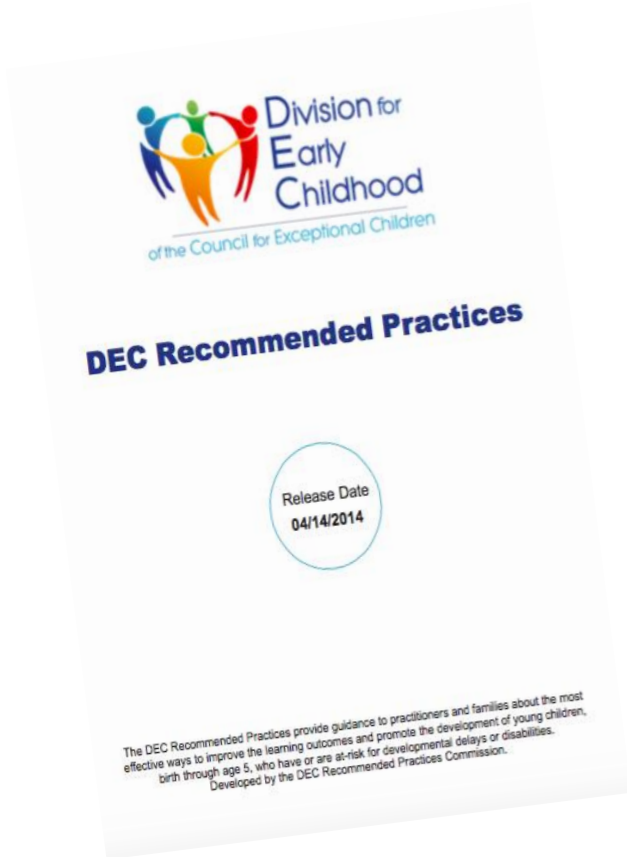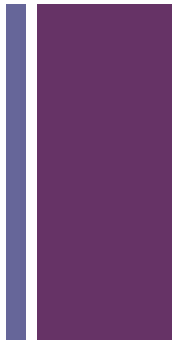# Βέλτιστες Ενταξιακές Πρακτικές/ Recommended Standards

- Index for Inclusion (Booth, 2011)

- Division of Early Childhood Recommended Practices (DEC, 2015)

- Special Education Needs Code of Practice (SEN Code of Practice 2015)

Βέλτιστες Ενταξιακές Πρακτικές
Recommended Standards

# **+ Τί Περιλαμβάνει η Αξιολόγηση?**

+

Δομικά Χαρακτηριστικά/**Structural Characteristics**

Αναλογία ενηλίκων-παιδιών (Adult-child ratios)

➢ *Μέγεθος Τάξης (Class size)*

➢ *Πιστοποιημένα Προσόντα (Qualifications of staff)*

➢ *Policies (π.χ. πολιτική ένταξης)*

➢ *Προσβασιμότητα (Access to physical space)*
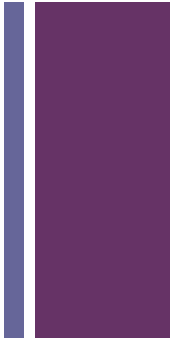
Διαδικασία/**Process**

➢ Εκπαιδευτικές στρατηγικές (**Teaching strategies**)

➢ Αλληλεπιδράσεις (**Interactions**)

➢ Εμπειρίες/ʹπεποιθήσεις παιδιών (**Children's experiences**)

➢ Εμπειρίες/ʹπεποιθήσεις οικογένειας (**Families experiences**)
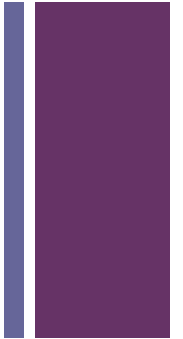
Με Ποιους Τρόπους Είναι δυνατή η Αξιολόγηση?

Συστήματα Αξιολόγησης

- Εξωτερική Αξιολόγηση

- Αυτο-αξιολόγηση

- Συνδιασμός Μεθόδων

Έργαλεία και Διαδικασίες

- **Structured Observation Measures** Δομημένες αξιολογητικές μέθοδοι παρατήρησης

- **Rating Scales/** Αξιολογητικές κλίμακες διαβάθμισης

- **Checklists** /Λίστες ελέγχου
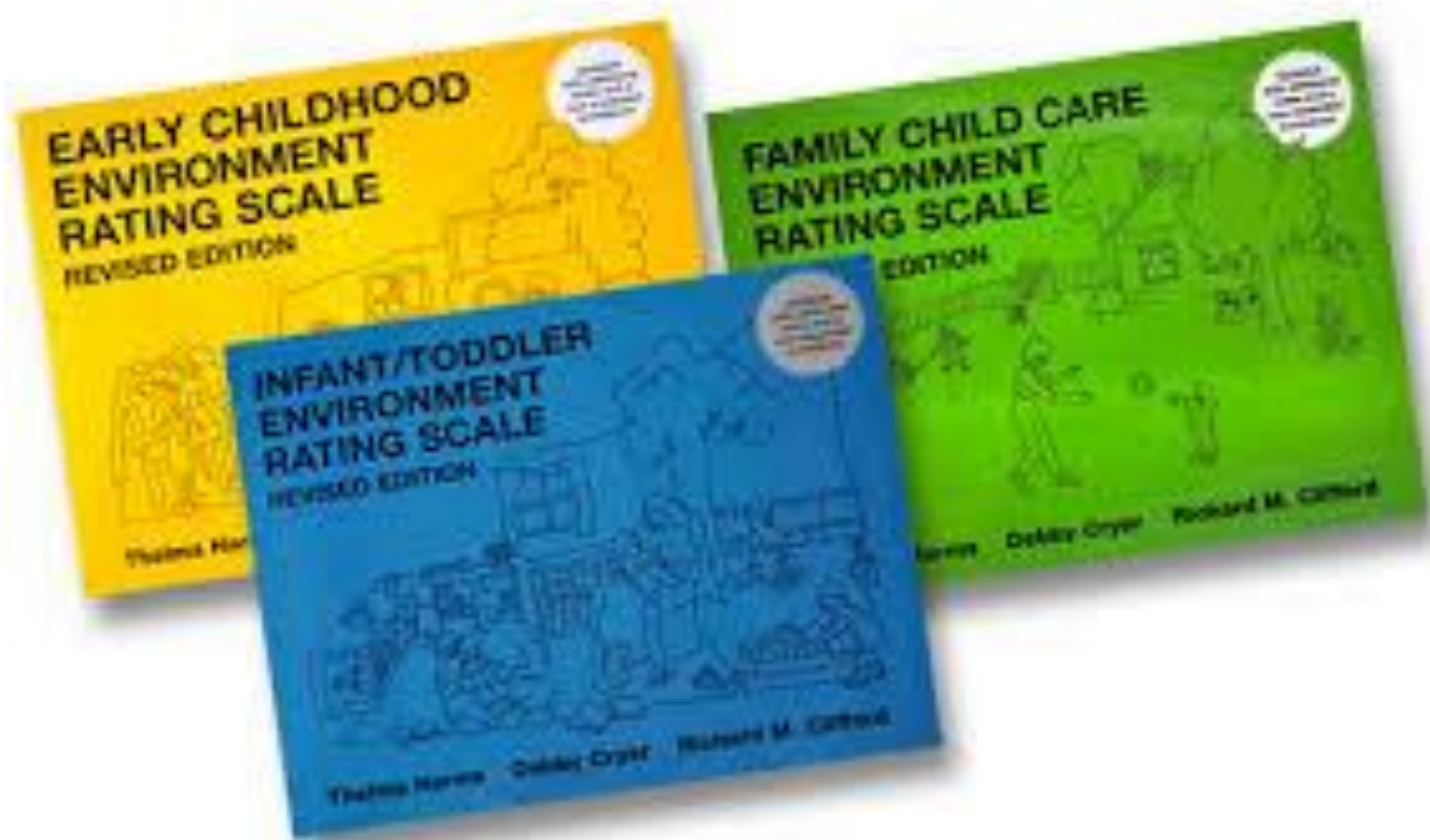
- Ανοιχτά ερωτηματολόγια αυτο-ανατροφοδότησης
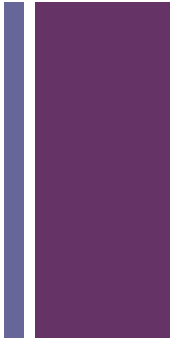
Συλλογή Δεδομένων

- Παρατήρηση (observation)

- Συνέντευξη (interview)

- Έγγραφα (documentation)
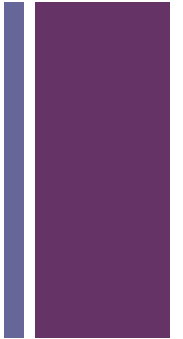
The Early Childhood Environment Rating Scales (ERS)

Harms, T., Clifford, R. M., & Cryer, D. (2014).

The Early Childhood Environment Rating Scales (ERS)

Inadequate		Minimal		Good		Excellent
1	2	3	4	5	6	7

14. Staff use of books with children*

1.1 Staff do not use books with children during the observation.*

1.2 Book times are unpleasant or not engaging for many of the children (Ex: children forced to listen; punitive atmosphere; children can't see book; children's reactions are treated as interruptions).

1.3 Staff reading or use of books with children is dull, disinterested, and/ or unenthusiastic.*

1.4 Inappropriate book observed being used with the children (Ex: reading a book that has frightening content, gives a negative social message, or shows prejudice; that is too long or too difficult to understand).*

3.1 Staff read a book with children at least once during the observation.*

3.2 Book time is arranged to encourage children's engagement (Ex: children can easily see the book; crowding does not cause problems; books used that interest children; appropriate length).

3.3 The majority of children appear to be engaged for most of the time when books are used (Ex: children may lose interest for short period, but then become interested again; one child is not interested but others are).

3.4 Staff show some interest and enjoyment in books.

5.1 Staff read books to children during the observation, either to the whole group, to a small group, or individually.*

5.2 Accommodations are made for children who require additional support during book time (Ex: children not fluent in classroom language, with developmental delays, or who do not do well in large groups have special provision, such as smaller group).*

5.3 All children participating in the activity are actively engaged during each book time (Ex: staff is supportive and reads with interest; children appear to enjoy book time and pay attention).

5.4 Staff show much interest and enjoyment in books (Ex: read with animation; responds to children who are looking at books).*

7.1 Appropriate books that relate to current classroom activities or themes are read to or used with children.*
Observe once

7.2 Staff and children discuss the content of a book in a way that engages children.
Observe once

7.3 Staff use books informally with children, with more than one example observed.*
Observe twice

7.4 Staff use books with children to help answer questions and to provide information on things that children are curious about.*
Observe once

Notes for Clarification

*An inspection of each and every book is not necessary to complete this Item. When there are large numbers of books accessible (more than 35), select a random sample of those the children are most likely to access. For example, do not closely inspect books that are packed tightly onto shelves or at the bottom of baskets or crates. Do not give credit for books that are incomplete, badly torn, or otherwise in poor repair. Books are considered appropriate when the level of content is right for the ages and interests of the children. Inappropriate books may contain topics and illustrations that are frightening, show violence, or give negative social messages, such as a biased point of view or using aggression to solve problems.

1.1, 3.1. Score 1.1 *Yes* if books are accessible for less than 25 minutes of the observation in a program of any length. The 25-minute requirement in 3.1 is required during the observation for a program of any length.

5.1. "Many" means at least 20 books for 10 children, or 30 books for 15 children, plus one more for each additional child. Calculate based on the highest number of children attending at any time.

5.3. The reading interest center must meet the requirements of "interest center" found in the Explanation of Terms Used Throughout the Scale. A rug is acceptable as a comfortable furnishing if accompanied by some other softness, such as pillows, a large soft toy that children can lean on, or a child-sized bean bag. Some harder furnishings, such as a cushioned chair with wooden arms or a child's wooden rocking chair, would also count here.

5.4. Do not consider children's use of books at a book as a large group.

7.1. To determine whether a wide selection to be inspected in detail. It is not requ see if certain topics are represented wi topics covered (usually by looking at a there is significant variety among the people, feelings, nature/science, math jobs/work, health or self-help skills, s *need to be present, and other topics mig*

7.2. "Current classroom activities" requir special interests in the classroom cha children's interests, or times of the y environment, do not carry out an e
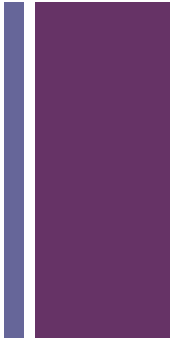
26. Promoting acceptance of diversity

1.1 No examples of racial or cultural diversity are easily visible to the children.*

1.2 Materials present only stereotypes of races, cultures, ages, ability, and gender roles.*

1.3 Staff clearly demonstrate prejudice against others (Ex: against child or other adults from different race or cultural group; against person with disability).*

3.1 At least 3 examples of racial/cultural diversity in materials are a regular experience for the children.*

3.2 Materials show diversity in a positive way.*

3.3 Staff usually allow both boys and girls to follow their interests, despite the gender stereotypes associated with some toys and activities.*

5.1 At least 2 different types of dramatic play props representing different races or cultures are included for use in dramatic play.*

5.2 At least 10 easily visible positive examples of diversity, with at least 1 example in each of the following: books, displayed pictures, and accessible play materials.*

5.3 Classroom materials include at least 4 of the 5 types of diversity (race, culture, age, ability, and non-traditional gender role).*

7.1 Inclusion of diversity is observed as part of learning activities, in addition to diversity in materials (Ex: sing songs in more than one language; play music from varying cultures; use sign language for some words).*
Observe once

7.2 Staff have positive conversations with children discussing the benefits of similarities and differences among people.*
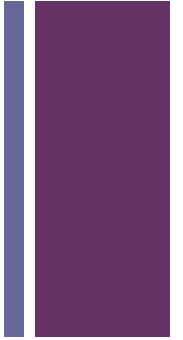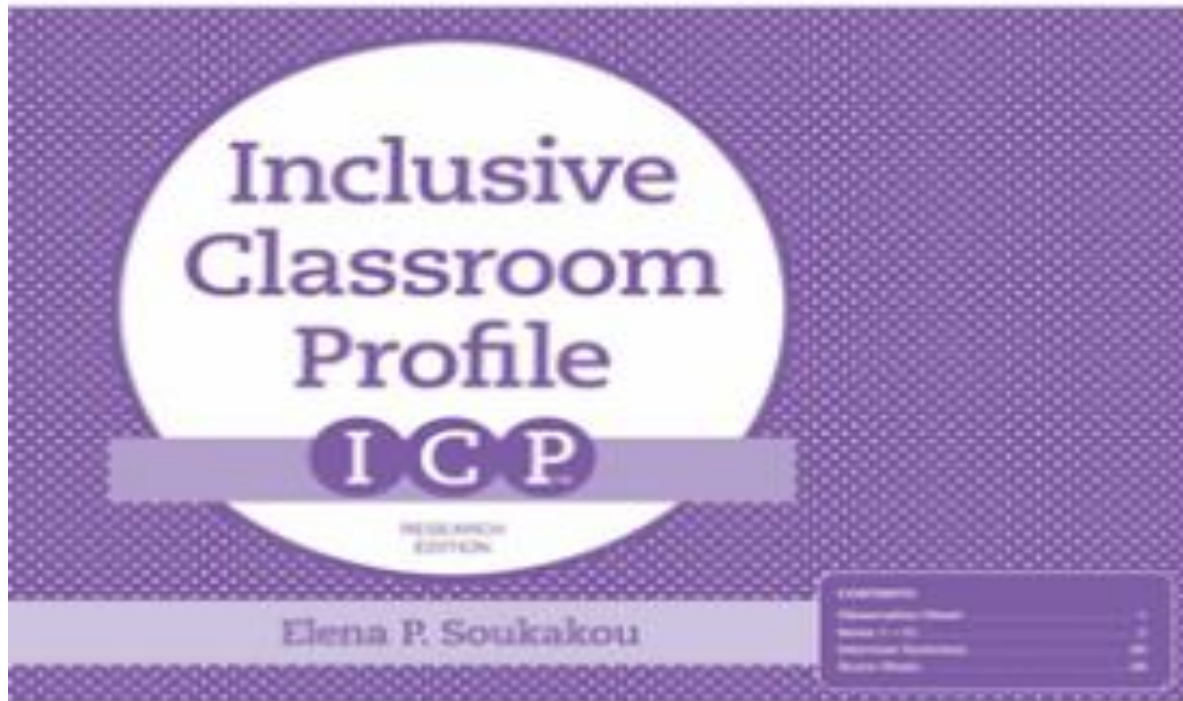*Observe once*

Κλίμακες Αξιολόγησης Ενταξιακών Πρακτικών

- Inclusive Classroom Profile (ICP; Soukakou 2016)

- The SpeciaLink Early Childhood Inclusion Quality Scale (Irwin, 2009)

- Inclusive Early Childhood Education Environment Self-Reflection Tool (2017)
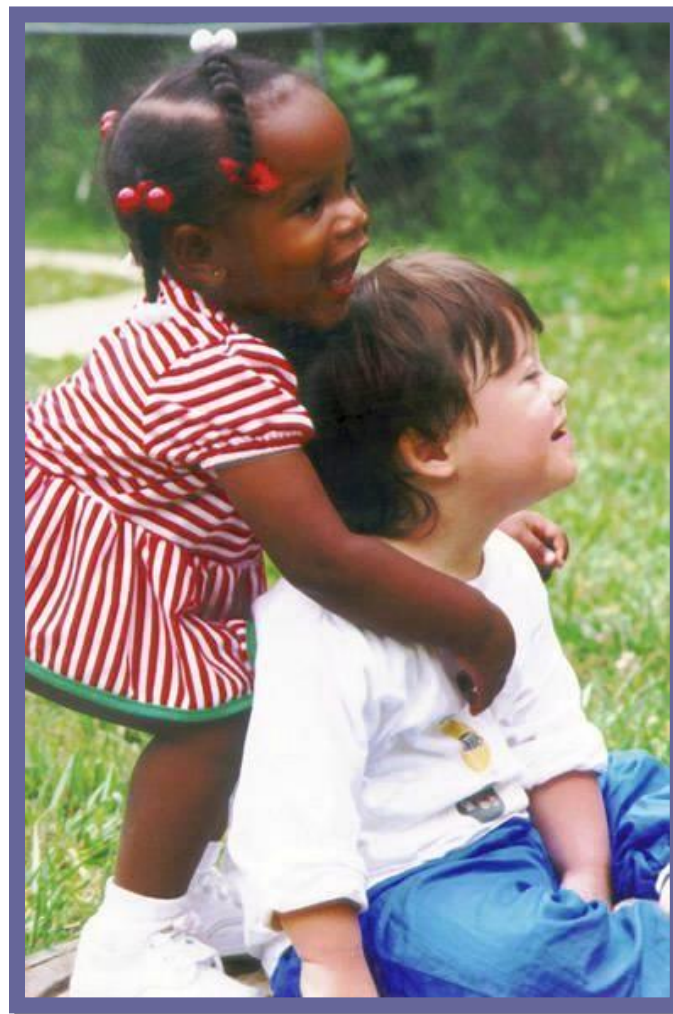
Διάλειμμα

+ INCLUSIVE CLASSROOM PROFILE (ICP)

Young children with disabilities can experience low quality in classes that are otherwise rated as being of high quality

Wolery et al., 2000

Αξιολογεί ενταξιακές πρακτικές στο επίπεδο της τάξη, οι οποίες υποστηρίζουν τις εξατομικευμένες μαθησιακές ανάγκες όλων των μαθητών.

ICP Στοιχεία

1. Προσαρμογές του χώρου, υλικών και εξοπλισμού

2. Εμπλοκή ενηλίκων στις αλληλεπιδράσεις των παιδιών

3. Καθοδήγηση των ελεύθερων δραστηριοτήτων και του

4. Επίλυση συγκρούσεων/διαφορών

5. Συμμετοχή ως μέλος στην ομάδα τάξης (Membership)

6. Κοινωνικές/συναισθηματικές αλληλεπιδράσεις μεταξύ

7. Υποστήριξη επικοινωνίας

8. Προσαρμογή των ομαδικών δραστηριοτήτων

9. Μεταβάσεις μεταξύ δραστηριοτήτων

10. Ανατροφοδότηση

11. Συνεργασία μεταξύ οικογένειας-σχολείου

12. Παρακολούθηση της μαθησιακής διαδικασίας

Πώς χρησιμοποιείται?

- Για την αξιολόγηση και αποτελεσματική εφαρμογή ενταξιακών πρακτικών

- Ως εργαλείο αναστοχασμού για την βελτίωση εκπαιδευτικών πρακτικών

- Ως ερευνητικό εργαλείο

27

Γιατί αυτές οι **πρακτικές** είναι ενταξιακές?

Εξατομικευμένες μαθησιακές ανάγκες

Ενεργή συμμετοχή στην ομάδα

Η Οργανωτική Δομή της Κλίμακας ICP

9. Transitions Between Activities (O)

1	2	3	4	5	6	7
Inadequate		Minimal		Good		Excellent

1.1 **No provisions are made to help children make the transition** between classroom activities, resulting in frustration and confusion (e.g., children appear distressed or confused during transitions, children wait for long periods of time unengaged between activities and routines, children run around aimlessly). **(O)**
○ YES ○ NO

1.2 Adults **do not allow children to take the time they need** in order to complete tasks or prepare for activities (e.g., all children are required to start and finish their work at the same time, adults do not allow extra time for some children to finish their projects). **(O)**
○ YES ○ NO

1.3 Children who struggle with transitions **get punished or are excluded from the group** (e.g., children immediately go into time-out). **(O)**
○ YES ○ NO

3.1 Adults **use some strategies with the whole class or individual children to facilitate transitions between activities** (e.g., adults mark the beginning and end of activities using songs, switch lights on and off during transitions, gently remind individual children what they are about to do next, adults announce the next activity to the whole group, adults gently help individual children clean up their toys). **(O)**
○ YES ○ NO

3.2 Adults **allow children extra time** in most transitions to complete tasks and prepare for activities. **(O)**
○ YES ○ NO

3.3 A **picture schedule** is posted at children's eye level in the classroom. **(O)**
○ YES ○ NO

5.1 Adults **consistently support children throughout the day** who have difficulty making the transition between activities (e.g., adult acknowledges child's difficulty in cleaning up his or her toys and uses a picture schedule throughout the day to help child make the transition between activities). **(O)**
○ YES ○ NO

5.2 Adults **share responsibilities and flexibly adjust their roles** in an effort to prepare for daily activities and promote smooth transitions (e.g., one adult is cleaning up with children while another is responsible for setting up table for snack or taking a group of children to the bathroom). **(O)**
NA permitted
○ YES ○ NO ○ NA

5.3 **Strategies are implemented to facilitate all kinds of transitions** across different types of routines and activities in an effort to ensure smooth transitions throughout the day (e.g., transition from arrival to morning activities, transition to outdoor play, child's transition from pull-out intervention to work in the classroom). **(O)**
NA permitted
○ YES ○ NO ○ NA

7.1 Adults **consistently support each child** who has difficulty making the transition between activities throughout the day. **(O)**
○ YES ○ NO

7.2 Adults **monitor children's responses to transitions and adjust the type, level of intensity, and duration of support** in ways that help prevent children's frustration and support children throughout the day (e.g., adult provides more frequent reminders for child after he or she experienced difficulty during first transition time, adult increases level of support by using a picture schedule with a child to help child prepare for upcoming activity). **(O)**
○ YES ○ NO

Classroom B: Four Years of Engagement with ICP

Classroom B. ICP Data Analysis SY 2017-20
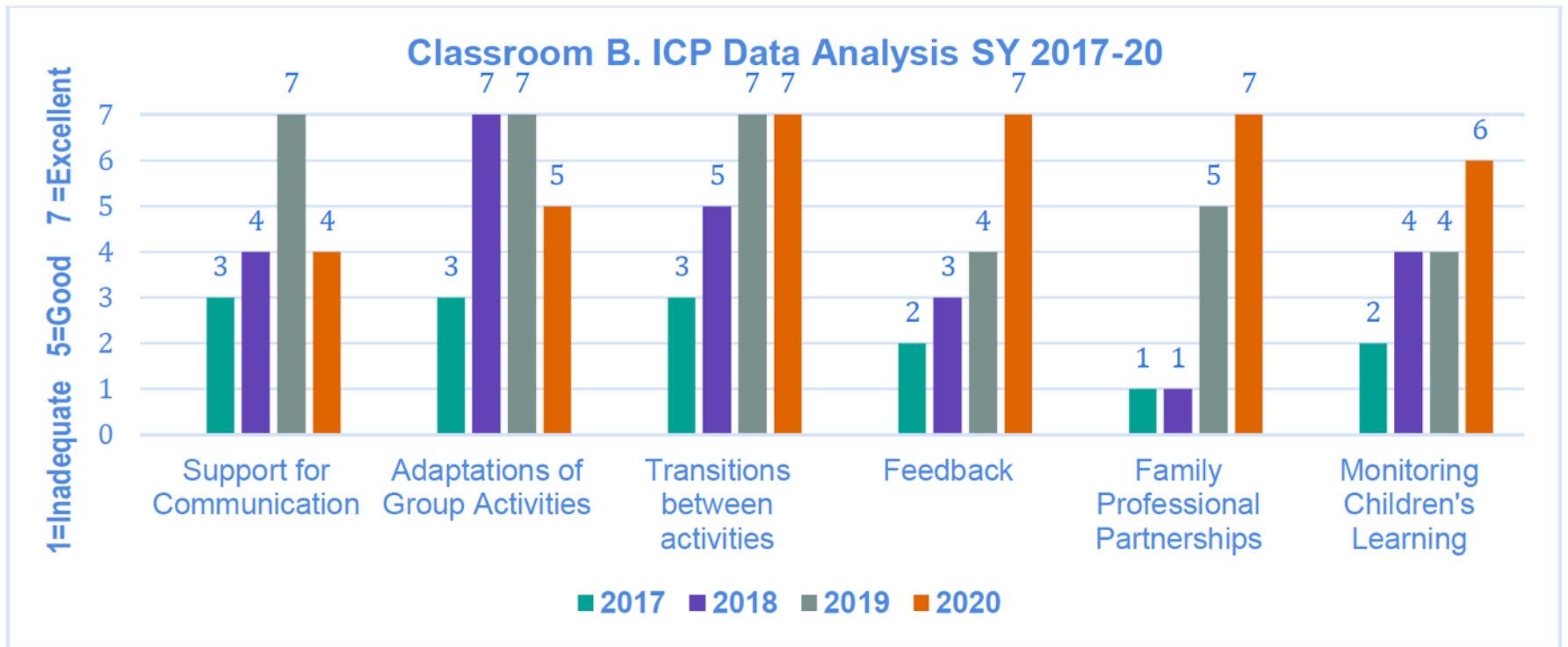
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NPDCI

NCRLAP

NORTH CAROLINA
DCDEE
Division of Child Development and Early Education

NC Department of Instruction, Exceptional Children

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Ομαδική Δραστηριότητα

Τί Πλεονεκτήματα και
Μειονεκτήματα
Βλέπετε Στους Δύο Τρόπους
Αξιολόγησης?

+ Βιβλιογραφία

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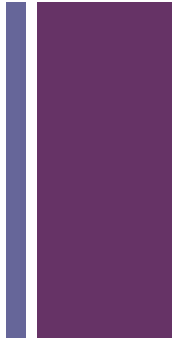
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