

Introduction to pedagogical diagnostics

A portfolio task – a diagnostic activity in practice

Study programme: Basics of educational Assessment

Form of study:

School year: Spring 2020

A student's name:

Self- assessment					
5	4	3	2	1	N
Excellent	Above average	Average	Below average	Very poor	Criterion cannot be applied
I use terminology of PD			5		
I select appropriate methods and tools in accordance with the aim of a diagnostic activity			5		
I gather appropriate data			5		
I evaluate and interpret collected data			5		
I formulate findings (diagnosis) and possible measures			5		
Formal layout of the work			5		

Peer- assessment					
5	4	3	2	1	N
Excellent	Above average	Average	Below average	Very poor	Criterion cannot be applied
He uses terminology of PD			4		
He selects appropriate methods and tools in accordance with the aim of a diagnostic activity			5		
He gathers appropriate data			5		
He evaluates and interpret collected data			5		
He formulates findings (diagnosis) and possible measures			5		
Formal layout of the work			5		

Diagnostics / Assessment of a pupil

Work assignment:

In the course of an assistant training you tutor a selected pupil, or you meet him/her in a class during your work as a teaching assistant. A teaching assistant supports teachers by helping to supervise activities in the classroom, working with children on individual basis, and usually work with a particular pupil or pupils. Your task is to focus on a pupil with learning or behavioural difficulties, or a gifted pupil, and to implement a diagnostic activity according to the following procedure:

1. Gather information about a selected pupil from a teacher, a class teacher, or a worker at a school counselling centre, parents.
2. Describe the pupil, his/her difficulties and state the reason why you selected him/her and where you obtained the information.
3. Formulate the aim of a diagnostic activity, i.e. what you want to find out and/or verify by applying the diagnostic activity.
4. Select appropriate methods in relation to the diagnostic activity: choose at least three methods. Data gathering will be supported with interview transcripts, observation sheets, questionnaires ...
5. Evaluate and give an interpretation of data.
6. Formulate the findings.
7. Formulate measures and prepare a plan of pedagogical support for the pupil

Students of special pedagogy focus on a selected client whom they meet in the course of their training.

1. Description /Characterization of a pupil

The boy we observed was five years old, when we observed him. He just came two Austria this year. He is going to Kindergarten regularly four days a week. He is from Romania and just able to speak a little bit of Romanian. He lived in Romania with his mother alone, because his father was living in Austria for working. A year ago he came with his mother to Austria, because his father got a flat next to his working place. The flat is not in the near of the centre, it is on a butchery. They don't have an own car, so for the boy it is hard to meet friends from Kindergarten.

His language skills are not really good and his parents also say he is not able to speak good Romanian. He is a small boy with a lot of energy, so it is hard for him to sit for a long time. To get out his energy and to communicate with the other kids he often hits them.

The most difficult thing for him is, that he is not able to tell other people what he needs/wants and so he shows them with aggressive habits.

2. The aim of a diagnostic activity

The aim for our assessment activity is, that we want to find out how we can support him at the field of behaviour and learning German and support his parents at home. He has to go to school next year and so it may be a problem for him to get to know some rules and confirm with them. Also, we want to prepare his language skills the way, that he can live in Austria and is able to follow the school.

3. The plan of a diagnostic activity (how long, where, when, whom the diagnostic activity will be carried out with)

The assessment activity is not really an assessment, it should just be an observation to figure out which strengths and weaknesses he has. It should help us to work with him that he has a profit, helps him to get included in the class and is able to go to school without any problems and helps the parents to understand the importance of being able to go to school like the others.

So our observation will be the whole time he is spending in Kindergarten. On the other hand, it is important to us to know how the private life is like, so we will get the parents in our boat too (some interviews). The third view we want to get is to invite a “Fachberatung für Inklusion in Kindergärten, Kinderkrippen und Horten“ from the country who supports the teachers with advices, observes the boy too and will also speak with the parents.

4. At least three selected methods and tools of a diagnostic activity (their specification – typology), that will help me to find out the answer for the set aim.

a) non – structured observation

A none structured observation is the most often used method in kindergartens in Austria, because it is a main topic in our educationplan. It is the most important task for an individually work, for a good group climate and for keeping important things. There are some forms you could use, but we only take the non – structured observation, because for us it is not just observe strength or just the weakness.

b) dialog with parents

It is not really an interview, it is more like a dialog between the parents and the kindergarten teacher. It gives space to talk about their private life at home, the support they give their daughter, to talk about the problems they see in die development of L., it is also for the teacher to tell the parents which strengths he sees, where he sees some problems or the need of special support. Also there is place for recommendations. Important is, that it isn't like a quantitative interview it is more like an qualitative biographical dialog.

c) Inviting a “Fachberatung für Inklusion in Kindergärten, Kinderkrippen und Horten“ (Specialist advice on inclusion in kindergartens, chreches and after-school care centers)

In Austria, kindergarten teachers are not really allowed to do some diagnostics. There are specialists from the country which come to the kindergarten and observe the kids with special methods. They play prepared activities and focus on the mentioned problems. They are the only ones next to the doctors, which are allowed to do some tests and diagnose if the kids have

special educational needs. In Austria it is called SPF. If there is SPF the country will give some money to the institution to get a support teacher.

5. The diagnostic data gathering and processing (give evidence, e.g. interview transcripts, observation sheets, filled in questionnaires, drawings, a content analysis of learner's work ...)

5.1 Method 1: Non – structured observation

During the whole time in Kindergarten he will be observed, the same as the other kids. We don't use any forms of observation, because the most of them are not that open we like to have. The teachers will all observe the children and write their notes on a paper. Every week we have some time together to talk and discuss about it.

As already spoken about it, is it just a paper where the team is writing some observations and we discuss it together.

Here are the notes from the different observations:

- Enters the group and runs straight the building corner
- Tries to communicate with the boys in the building corner, but didn't get any attention.
- Kicks the things the other kids built down and ran away.
- Builds his own weapon with Lego, is hiding behind a chair a shoots to other kids.
- At the meeting time he tries to tell something but is not able to say it in German , but he would like to talk
- Cant keep his attention that long to the other kids listening, maybe cause of not understanding.
- Pokes other kids instead
- At the lunch break he put out his box with his lunch. Inside is chocolate, lemonade and some sausage.
- Cannot open bottle without help, threw it away.
- Try to bite the chocolate, but is not able to cause he has no teeth, so licks it, when he puts chocolate out of mouth it is all full of blood.
- Likes trying some new things, but cannot eat because of teeth, I think he has a lot of pain.
-

5.2 Method 2: Dialog with parents and interpreter

To get an overview about his private life we are going to have an interview with his parents. As above written aren't his parents able to speak fluently German or English, so we thought to invite an interpreter. Dialogs like this took place once a month.

The first dialog was already at the start of the kindergarten entry, where the parents registered their son. They also filled out his anamnesis and most important data about him (e.g. siblings, address,...).

We also used no form for it, because we wanted to get an open access. We were speaking about his rules at home, his habits at home and what their daily life looks like. We also spoke about their own language skills.

Dialog about G.

Date: _____

Time: _____

Participants: Parents & Emanuel

Points of the teacher:

We talked about G. strengths but preferred about his weaknesses and how they can promote them.

I asked very simple questions so that everything is clear and understandable. For example:

- What does G.s everyday life look like?
- What does he do when he's at home?
- Does he have friends to play with at home?
- How it looked like in Romania?
- Why does he always beat children and build his own weapons?
- Which movies is he looking at home?
- Why they just give him chocolate and other sweet, unhealthy stuff for lunch?
- How often do you visit a doctor with him (because of his teeth)?
- Why does he always smell a little bit strange? and so on.

Point of the parents:

G. is a lovely boy. He doesn't hit anyone at home. He has no siblings to beat and he never hits us anyway! When he comes home, he mostly watches TV and plays with his toys. We only watch in Romanian languages because the mother doesn't understand German and the father is rarely at home, they said. G. is allowed to watch every film or other program at home, we don't really look at that. In our opinion, he already has a few friends but likes to visit the farm, which is right next to our house. That is probably the reason for his smell. We didn't notice the problem with the teeth at home and because the dentist is very expensive, we cannot see a doctor for every little thing. G. tells us what he wants for lunch and that's the reason we give it (e.g. chocolate, ...) to him.

5.3 Method 3: **Inviting a “Fachberatung für Inklusion in Kindergärten, Kinderkrippen und Horten“** (Specialist advice on inclusion in kindergartens, creches and after-school care centers)

We want to have an objective view from a specialist, who can give us advices and show us some tricks for a good work. The specialist will come to our kindergarten twice times, at first to do his own observation and also to get some information about the boy from us. The second time he comes to speak with his parents and the teacher together.

She would also be able to advise some external specialists (e.g. logopaedic, sport communities, doctors,...).

6. Evaluation and giving interpretation of the diagnostic data (analyse gathered data and interpret the findings)

Non-structured Observation:

In the open observation we saw, that for him and the other children it is sometimes a problem to communicate, because of the language. He often does not understand what the other kids want from him and they also cannot understand him. Most of the time when the other kids don't do what he wants them to do he hits them. This is also a reason why the group is selecting him out of the class.

Dialog with parents and interpreter:

The parents told us that the boy is also not able to speak fluently Romanian and always watches Romanian TV. They don't live in a good situated flat and have been living in poor area of Romania, where they don't have a good health care. He has no friend in Austria and they don't know how to get connected with other parents from Austria because of their language. We told them that it would be good if they go to a German course too. It is also important that the father speaks a little German to his boy. We also gave them the advice to look for a martial arts that he can put his energy into sports. It is also important to watch for his health, so we gave them the advice to go to a dentist.

Our complete dialog was in a written form, which they had to sign.

“Fachberatung für Inklusion in Kindergärten, Kinderkrippen und Horten“

The woman from the country, observed the boy and afterwards she told us her finding/notes. The notes have been quite similar to ours and gave advice to us to do a lot of work with pictures and accompany the boy oral.

At the dialog with the parents she also told them that they have to go to a doctor and care about his health, otherwise it would be a neglect, and this is punishable in Austria.

The other points had been the same, as we already told them.

5. General conclusion for all applied methods (based on findings up to now sum up a conclusion and the results of findings)

G. is because of his recent immigration to Austria, not able to speak German. This is also the main reason, why he isn't able to communicate with the other kids, because they are all German native speaker. When he didn't get answers or is getting selected of group, because of the language differences he searches for a different way to show what he wants, he hits the others. In his family he hasn't to do this, because he is the only child of the family and get everything he wants. The parents also told, that he sometimes watches TV with them together and they don't really care, what he is watching. He has a lot of toys at home with things he plays but never has to share them. So he needs to get into a social structured group to get some important rules to know! Also the skills of his language are not that good, because at home no one speaks German with him and he can see that his mom is also not able to speak the language.

A lot of his reactions may have their background in the cultural grow up of the boy, when he grew up alone with his mom in a poor place in Romania. There is a new language, a new culture and new rules for him.

Also the medical treatment has not been the best in Romania, so they have to do a Check up in Austria.

6. The plan of pedagogical support, IEP.

The main topic is to support his German language, because we think it is the origin of some misunderstandings. It would be much easier for him to understand rules, communicate with others and tell how he is feeling, if he is able to speak German. The day will be completely verbal accompanied, that he gets more and more vocabularies. It is also important to give the parents some advices for support at home. Often it is not the best thing to watch TV, but for improving the language it would be better to watch it in German and not in Romanian. Another important step is that they do the medical treatment with the boy, because he is really not able to eat something without his teeth and with pain. If his mother is also joining a German course they can go a good step forward to get integrated and for the boy it would be the best support.

7. Reflect your own experience with diagnostic activities, and after that evaluate the outcome of your work in the chart on the front page.

We didn't knew the PSP before, because in our hometown, Austria , we haven't used it before, we have a different kind of PSP who can used by every teacher individually. It was a good process to get some new views and different clues to get some information. It is clear structured and allows to work with the PSP together with parents, other colleagues and support teachers from the country. In Kindergarten it may be not able to get used to work with the kid by showing him the PSP. So it is maybe a good strategy to motivate ourselves and the parents, but for the directly motivation of the children it may not helps, because they are too young to read.

Pedagogical support plan

SCHOOL INFORMATION

Pedagogical support plan (PSP)

Name and surname of the child, pupil or student ("student")	G.SZ.	
School	Kindergarten Weer	
Form		
Reasons for creating the PSP	We want to get an all-round sight of the children in Kindergarten and therefore we created a PSP. We wanted to get a way to give the boy a good school start.	
Date of preparation	February 18 th , 2020	
PSP evaluation scheduled for		

I. Characteristics of the student and their difficulties

(strengths, weaknesses; description of difficulties; where applicable, special-pedagogy diagnostics with the aim of determining adjustments in education; current health condition; other factors influencing setting up support)

The boy is five years old and just came to Austria. He lived in Romania before alone with his mother, because his dad was working in Austria. A year ago his dad got the boy and his mother to Austria too. The father is just speaking a little bit German but not English and the Mother is not able to speak any foreign languages than Romanian. So the work with the parents is sometimes also a little bit difficult. The reason that the boy will go to school the next year is a little bit difficult because most of the time he cannot keep up with the things that happen.

Strengths:

- Motor skills, loves running, climbing (is able to hold his own safely when climbing on a tree, e.g.)
- Trying to speak with the children and the teachers
- Can play for his own and doesn't need a different person_ (can keep his attention to things)

Weakness:

- Is not really able to speak German and the parents also said not really Romanian
- Solves his problems with beating other kids
- Cannot keep the attention that long to exercises he got from others (e.g. puzzles)
- Health conditions are not the best (no teeth, smells like cigarettes, e.g.)

II. Setting the objectives of the PSP

(objectives of the student's development)

- Help him to get to know the German language better, that he is able to follow school and the life in Austria.
- Working with his parents to show them how the school system in Austria is.
- Improve his skills and help him to find other ways for conversation than beating.

III. Support measures at school

(Provide **specific procedures** in the categories of the support measures you use.)

(a) Teaching methods

(specification of adjustments to the methods of working with the student)

- Set some more Games which he needs to speak.
- Give some more materials with pictures that he is able to get some vocabularies.
- Do some individual programs to give him time and space to improve the language
- Build spaces for his strengths, that he can see that he is also doing a lot of things good.
- Accompany his doing in an oral form!
- Doing an healthy check with a doctor

(b) Organization of education

(adjustments to the organization of education in the classroom or, where applicable, outside the classroom)

- Give some materials for home!
- Give the parents good contacts for getting a support at home!
- Strategies for handling his aggressions and change into sports (e.g. Karate)
- Take time every day in Kindergarten to do some sports in the nature as a class.

(c) Evaluation of the student

(definition of the adjustments to evaluation; how the evaluation is carried out; what is the aim of the adjustments to the evaluation; criteria)

- No evaluation with a form.
- Just observing the child to get an overview how he is doing
- Talking to other Teachers to get a different view.
- Talking to the parents and the doctor as well
- Inviting the special teacher from the country
(*Fachberatung für Inklusion in Kindergärten, Kinderkrippen und Horten a mobile person from the country with a special education, who is coming to Kindergarten, to support the kids, the teachers and the parents*)

(d) Aids

(textbooks, worksheets, ICT technology, etc.)

There will be no special Aids we take for this boy. There are just normal materials you can always find in a Kindergarten. (puzzles, games, picture books, cars, e.g.) It is important for us that we don't difference him from the group. There are all time tables with pictures that all of the kids know what time it is. The only aid we really take is for the teachers a little Lexicon in Romanian, that we know the basic words. We want to get him aid for his way to know how handle some of his aggressions by telling his parents to visit some martial arts.

(e) Requirements for the organization of the teachers' work

- Get into the culture of the boy, to understand some of his habits.
- Take time to do some individual games on a lower level, just to get a better vocabulary.
- Give spaces to let him mess up his energy in a good way.
- Take time to accompany the parents.

IV. Support measures for home preparation

(description of adjustments to home preparation, form, and frequency of communication with the family)

- Tell the father he should try to speak German with his boy at home.
- Also invite the mother to learn German (e.g. German course)
- Give them contacts for support at home and contacts for sport companies.
- Tell them they should watch German TV series and not Romanian.

- Read out some German picture books before going to sleep

V. Other support measures

(to respect the health condition, stress the situation in the family or at school—relationship problems, status in the class; in what activities, in what way)

- For the parents: not to smoke in the same room where the boy is!
- Go to the dentist to repair the teeth
- Wash the clothes from the boy!

VI. Evaluation of the effectiveness of the PSP on:

(Fulfilment of the objectives of the PSP)

- A teacher gets a good overview, about the things he can do, what the parents can do and what the child is able to do.
- The parents get to know how the situation in Kindergarten is and what they can do to raise it up.
- The teachers get to know if there is any expert examination needed or not.
- Maybe a little bit hard to fill out after everything is already done, it would be more usefull to do it when you need it.

Recommendation for an expert examination:

Yes No

PPC SPC SEN Other: (Fachberatung für Inklusion in Kindergärten, Kinderkrippen und Horten)

Title	Name and surname	Signature and date
Class teacher	Martin Pachler	

Teacher(s) of subject(s)	Name and surname of the teacher(s)	
SCC employee	Kindergarten Weer	
Legal representative	We shorted all the names to keep the privacy	