

Evaluation of Decreto Lei n. 3/2008: Findings & Implications

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Overview

- What contemporary issues in special needs education did project address?
- What were implications of project findings for continuing implementation of DL n.3/2008 in Portugal?
- How do findings inform special needs education policy and practice more broadly?

What contemporary issues in special needs education did project address?

- Problem of variability in defining eligibility for SEN students (e.g. 2% to 17.8% across European countries; EADSNE, 2003)
- Need for alternative to diagnostic approach in functional assessment of SEN students (Fusaro et. Al, 2009)
- Lack of linkage between assessment and the development of individualized educational plans (need for “inclusive assessment”; EADSNE, 2007)

What contemporary issues in special needs education did project address?

- Problem of variability in defining special needs education eligibility
- Out of 25 countries in Europe:
 - 2 countries report not using any system
 - 17 countries used national system
- But.. Movement to using/adapting international system
 - 2 countries used ICD-10
 - 1 country used OECD (SEN-DDD)
 - 2 used ICF
 - 2 used ICF-CY

What contemporary issues in special needs education did project address?

- Need for comprehensive documentation of individual differences and needs of students with severe and/or complex disabilities (Baixinho, 2008)
- Need for differential response to the educational needs of students at risk or with mild disabilities (Leeber et. al., 2010)

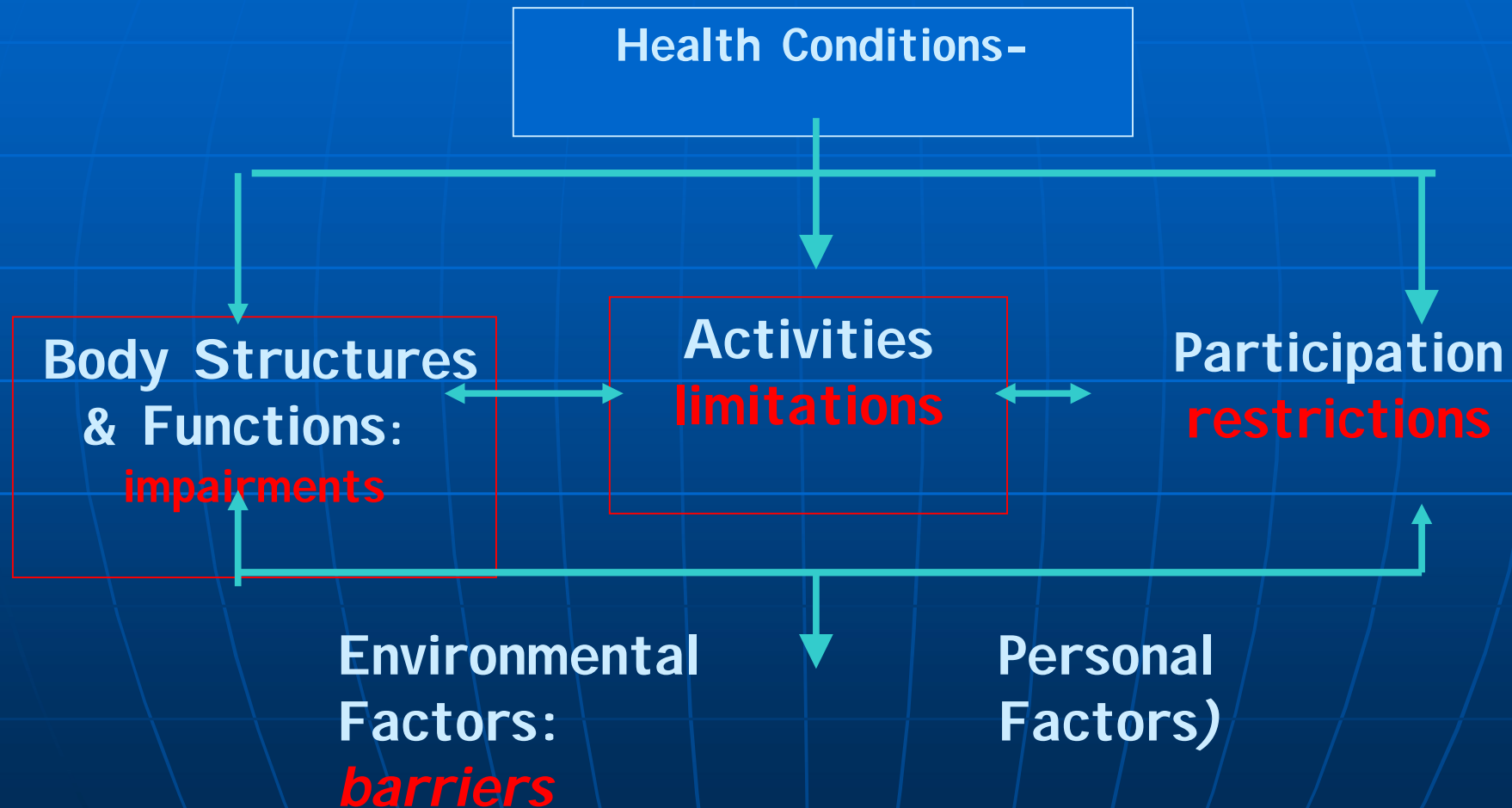
What contemporary issues in special needs education did project address?

- Need to complement moral imperative base for inclusion with evidence-based approach to document effectiveness (Lindsay, 2007)
- Evaluating student outcome and transition beyond school (Punch et. Al., 2004)

Role of ICF/ICF-CY in implementation of DL n./2008

- The International Classification of Functioning, Disability and Health (WHO, 2001) version for Children & Youth (2007)
 - A comprehensive classification of health, functioning and disability
 - Dynamic model of functioning reflects the ongoing influence of the environment on the person's lived experience
 - Multidimensional classification of "disability" defined by variation of: body functions, body structures, activities and participation

ICF: a framework for child functioning & disability in DL n. 3/2008



Framework for evaluation role of ICF in Decree Lei n.3 -2008

- What defines the basis for using the ICF in the education law Lei n.3 2008?
- What is the focus of documentation for description, eligibility and intervention planning?
- What ICF domain(s), chapter(s) and code(s) are central to such documentation?
- What are the characteristics of functioning and environmental factors of children eligible for special education support?

O Decreto-Lei n.º 3/ 2008

Cooperação e
Parcerias

Promoção da escola democrática e inclusiva

Cap. I	Contribuiu o Decreto-Lei para uma escola inclusiva?
Cap. II	Qual o perfil de funcionalidade por referência à CIF dos alunos elegíveis para a Educação Especial? Contribui a CIF para uma visão mais holística?
Cap. III e IV	Que medidas são seleccionadas e de que modo é que os alunos têm respostas em função das suas necessidades?
Cap. V	Como são avaliadas as modalidades específicas de educação (escolas de referência e unidades)?
Cap. VI	Que cooperações e parcerias são desenvolvidas pela escola?

Medidas
educativas
e modalidades
específicas de
educação

Avaliação por
referência
à CIF e
perfil de
funcionalidade

Equipa pluridisciplinar/
Instrumentos

Overall view of implementation of DL n.3/2008

- Consistent with goal of inclusion of Salamanca Statement and Framework for Action for Special Needs Education (2004)
- Adoption of universal language for sharing information
- Functional characteristics compatible with educational planning
- Positive alternative to diagnostic basis for identification and determination of eligibility

What are project findings on implementation of DL n.3/2008?

- Demonstration of utility of child functional characteristics in referral and identification for special needs education
- Documentation of differences in profiles of functioning (severity) between students eligible/not-eligible for special education
- Documentation in nature and number of profile codes between students needing/ not needing curricular adaptation (CEI)

What are project findings on implementation of DL n.3/2008?

- Profile of ICF-CY codes reflects shift from focus on impairment in Body Functions (5) to greater use of Activities/Participation (16) and Environmental codes (5)
- Profile of A/P, EF and BF codes emphasize a holistic view of student
- Comprehensive, holistic profiles important in documentation of students with sensory and complex problems

What are project findings on implementation on DL n.3/2008?

- Focus on functioning in identification and assessment consistent with involvement by teachers and parents
- Comprehensive profiles important in documentation of students needs for accomodation and assistive technology

What are implications for action in implementation of DL n3./2008?

- Identify a more precise ICF-CY code-set that focus on functional characteristics relevant special needs
- Develop user friendly tools to assess student function consistent with such domains and codes
- Develop approaches and measures to increase direct involvement of students in assessment of their functioning

What are implications for action in implementation of DL n3./2008?

- Increase involvement of health professionals in assessment
- Expand focus environmental factors in assessment as well as educational planning
- Develop outcomes for documenting effectiveness of inclusion in terms of ICF-CY participation codes
- Identify basis for planning and documenting transition of students from education to work

How do findings inform SEN policy and practice?

- Functional assessment useful to document individual differences and develop inclusive educational supports:
 - for students with hearing impairments (Karchmer, 1999; Guardino, 2008)
 - severe/complex physical needs (Yianni-Coudurier et al., 2008)
 - and intellectual disabilities and autism (Yianni-Coudurier et al., 2008)

How do findings inform SEN policy and practice?

- Functional approach consistent with applications in other countries seeking alternative to diagnostic model using the ICF and ICF-CY (Fusaro, et al., 2009; DePolo et al., 2009, Simeonsson et al., 2007)
- Inclusive assessment focusing on differentiating levels of functioning as basis for defining needs for intervention (Lillvist & Granlund, 2010; Egilson & Traustadottir, 2009)

How do findings inform SEN policy and practice?

- Importance of taking into account environmental factors in assessment:
 - as barriers for inclusion (Hemmingson & Borell, 2002)
 - of participation in school environments by students with severe disabilities (Egilson & Traustadottir, 2009)
 - and as facilitators in the role of assistive technology (Grether & Sickman, 2008)

How do findings inform SEN policy and practice?

- Expand the evidence base for the effectiveness of inclusion:
 - in terms of differential student achievement (Buckley et al, 2009)
 - standardization of defining and implementing inclusive practices (Holt, 2003)
 - documentation of outcomes (Lindsay, 2007)
 - and school to work transition of students with hearing impairments (Punch et al., 2004)

How do findings inform SEN policy and practice?

- Promotion of alternative educational models for students at risk or with learning difficulties for school failure in terms of gradation of levels of support-e.g. Response to Intervention model (Jimenez et al., 2010; Grether & Sickman, 2008)
- Increased recognition of student rights through listening to student voices (Kelly & Norwich, 2004) and their direct involvement in assessment (Smith, 2007)

Obrigado
Thank you

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