

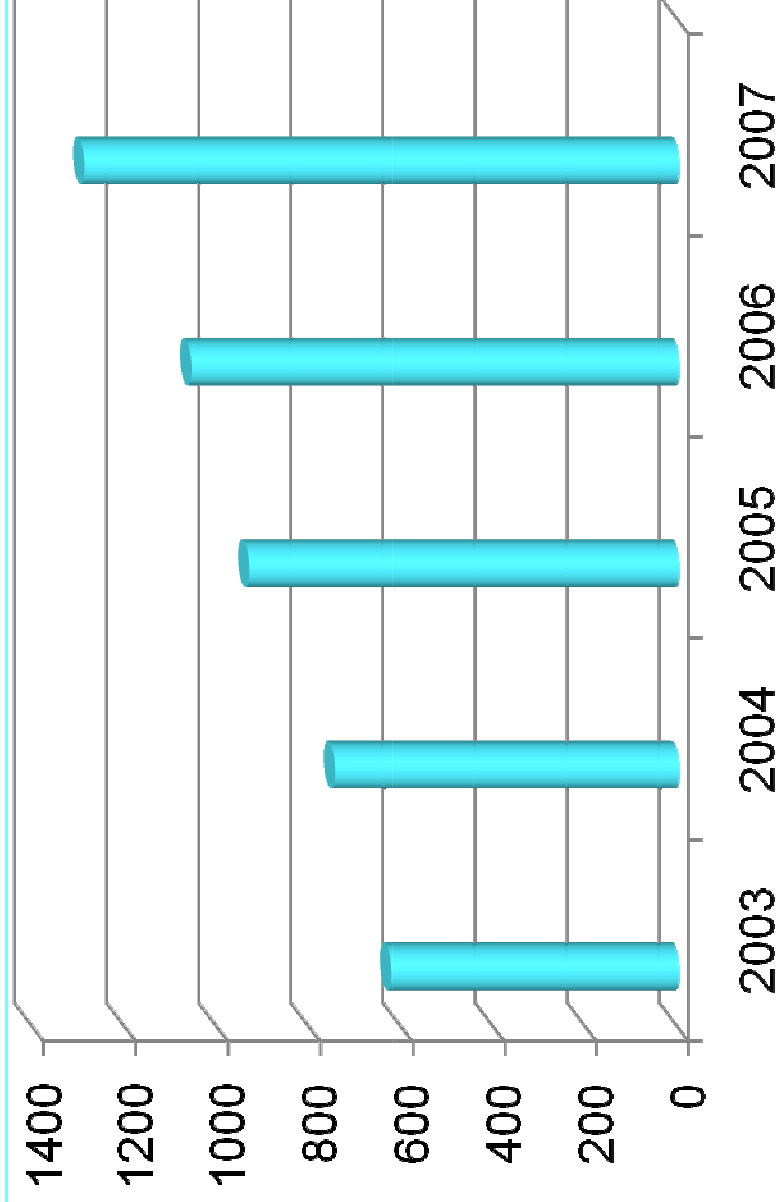


**International[®]
Baccalaureate**

Candidates with Special Assessment Needs

Special Arrangements

Special arrangements - 5 year growth



Categories of Special Needs

- Gifted & talented
- Learning difficulties
- Specific Learning difficulties – dyslexia
- Language Disorders
- Emotional & Behavioural Difficulties
- Physical, sensory and medical conditions
- Mental Health Problems

Test Information – how is it interpreted and by whom?

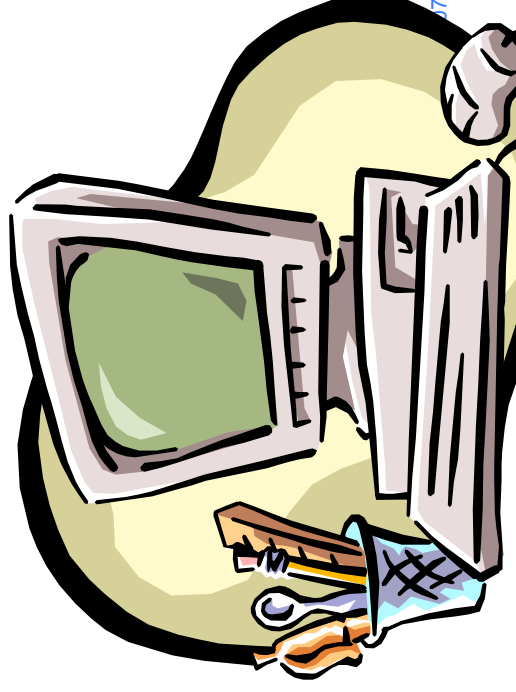
- A much more rounded interpretation of the whole student is the focus
- Ability
- Self-esteem/ Emotional well being
- Strengths & weaknesses
- Learning style/preference/successful strategies

Student Profile and Portfolio – their value

- Students often plateau – it helps to know how far a student has developed
- Specialist subject teachers may be the only ones who see a talent unless they share with colleagues –the artist; computer guru; camp leader; sports star
- Guides decision making in the new year appropriate to the needs of the student right now
- Prevents embarrassing or hurtful slips

Special Assessment Arrangements

- Should reflect the candidates normal working method
- Should be tailored to individual needs
- Should be used for internal assessments as well as external examinations when under timed conditions



Special Arrangements

- Extra time
 - For reading
 - For writing
 - For thinking
 - For planning



Special Arrangements

- **A reader**
 - Allows student to focus on the question
 - Assists students with reading rate issues
 - Assist students with dysfluency
 - Assists students with word finding and retrieval issues



Special Arrangements

- Use of a computer
 - Allays anxieties about neatness & speed
 - Assists flow of thought for some
 - Enables use of spell check for spelling issues

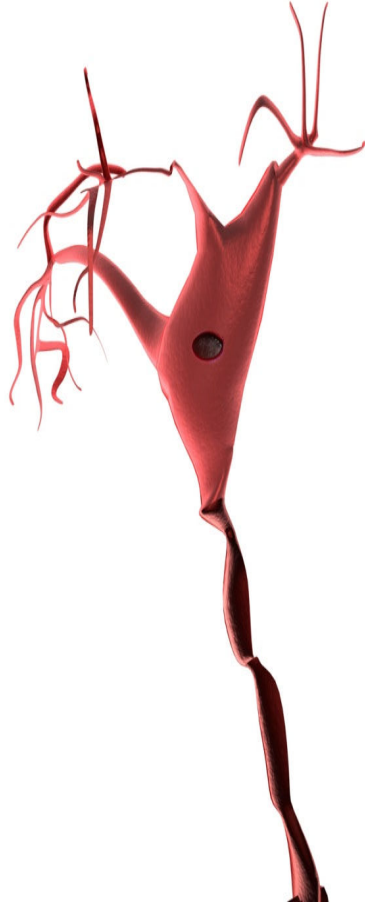


Special Arrangements

- Use of a scribe/amanuensis
 - Allows for movement and verbalisation
 - Option for fluent oral speakers with writing issues
 - Can transcribe parts of responses for those who need to write to clarify their thinking but become more untidy as time progresses

Special Arrangements

- Rest periods
 - Enables release of pent up stress
 - Gives time for relaxation techniques
 - Assists students with executive function issues
 - Assists students with attentional issues
 - Assists students with information processing issues

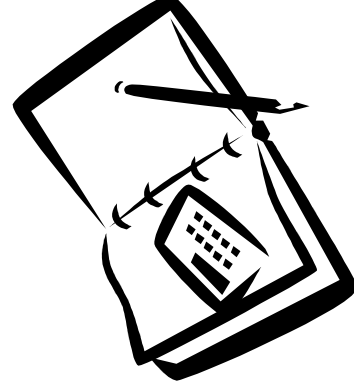


Technology –impact & future

- Huge range but need to be aware of those which are compatible and build a toolbox/kit that will last for an educational lifetime
- Don't introduce too many at once
- Introduce each slowly and develop knowledge of the full suite of activities that can be carried out within each programme
- Remember many student know what works best for them – listen and trial a variety to be sure
- Allow students to play around with options to see which works best for them – their preference may not match your own
- E-learning may be the way of the future and so basic skills associated with this may need to be developed very early

Assistive Technology

- Computer
- Spell check
- Voice-to-text
- Video – Elluminate
- Calculators

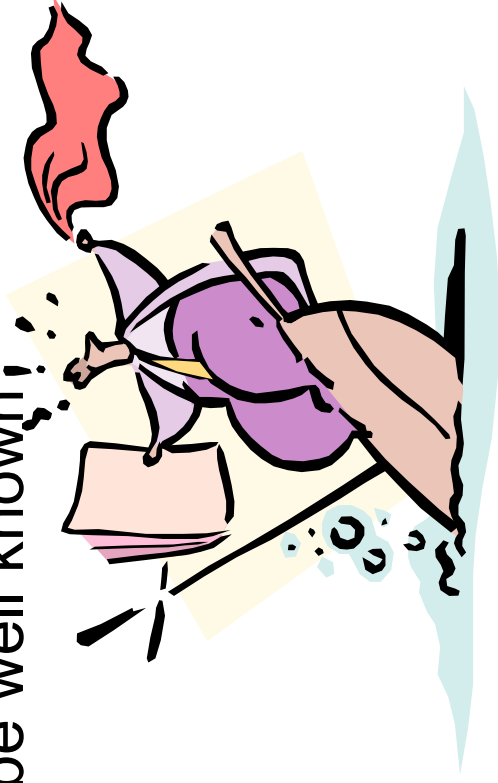


Implications for Coordinators

- Careful subject selection is required for these students
- Consultation should be done prior to beginning Diploma
- Coordinator is the signatory to all documentation
- Not all applications are successful

Areas of Concern

- Documentation is incomplete or outdated
- Criteria are not well known
- No information has been passed on
- History has not been established
- Regional regulations may not be well known!



Future Implications

- With growth of all three programmes there may be an increase in numbers of special needs students
- Early identification & intervention will impact on success in Diploma Programme



THANK YOU

