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EMPOWERING SEN VOICES METHODOLOGY



**KA210 SCH- Empowering SEN Voices
2024-2-RO01-KA210-SCH-000267205**





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SECTION A - SCREENING PROCESS

ARGUMENT

Identifying learning difficulties such as dyslexia, dyscalculia, ADHD, and ASD in primary school students is critical for their long-term educational success and overall well-being.

Primary school is the foundation of academic learning. If left unaddressed, learning difficulties can lead to a piling up of academic struggles. For example, a child grappling with fundamental reading (dyslexia) in primary school will likely struggle with comprehension in higher grades across all subjects. Early identification allows for targeted interventions *before* these deficits become overwhelming, preventing a widening achievement gap. That's why understanding a child's specific learning profile (e.g., visual processing challenges in dyslexia, working memory issues in ADHD) helps teachers adapt their teaching methods, materials, and assessments to fit their unique needs. It's not about lowering standards, but about offering accessible learning paths that truly resonate with the student's cognitive style. In this sense, early identification plays a crucial role, ensuring these foundational gaps are addressed proactively.

Children with undiagnosed learning difficulties often blame themselves, attributing their struggles to a lack of intelligence or effort. This can lead to deep frustration, anxiety, and a significant drop in self-esteem. Additionally, frustration and academic setbacks can show up as behavioral problems (e.g., acting out, avoidance, withdrawal). However, providing these students with appropriate support helps reduce these secondary behaviors as their confidence and engagement in learning grow.

Identifying specific difficulties helps teachers understand the underlying reasons for a student's struggles, better preparing them to implement effective strategies. This moves them from guessing what might help to applying evidence-based interventions, reducing teacher burnout and boosting their sense of effectiveness.

Currently, education aims to be equitable for all students, and failing to identify learning difficulties can create significant barriers to accessing the curriculum and reaching academic potential for a segment of the student population.

➤ **The Importance of Early Screening in Primary Education**

Early screening for learning difficulties in primary school is one of the most effective strategies for ensuring that all students can access education on equal terms. Primary education represents the foundation of future academic achievement, cognitive development, and emotional well-being. When learning difficulties go unrecognized in the early years, students are at risk of accumulating academic gaps that widen over time, leading to lower self-esteem, frustration, behavioral problems, and ultimately reduced educational attainment.

Research consistently highlights that early identification of learning difficulties such as dyslexia, dyscalculia, ADHD, and autism spectrum disorders (ASD) leads to better outcomes when accompanied by targeted interventions. Identifying difficulties early does not mean labeling or lowering expectations—it means understanding each learner’s profile and adapting teaching methods to support their strengths while addressing their challenges.

Screening in primary education is not a single event but a systematic, ongoing process involving teachers, specialists, parents, and the students themselves. Effective screening ensures that no child “falls through the cracks” due to unrecognized learning needs.

➤ Stages of the Screening Process

A structured screening process typically includes several complementary stages. These ensure both the accuracy of identification and the early involvement of support networks.

- Observation in the Classroom

Teachers play a central role in the early detection of learning difficulties through systematic observation. Because they interact with students daily, they are often the first to notice signs such as inconsistent performance, unusual learning patterns, or behavioral indicators. Observations should be regular, structured, and documented to track changes over time.

- Use of Standardized Screening Tools

In addition to observation, teachers may use standardized screening instruments or checklists designed for early identification of specific difficulties (e.g., phonological awareness tests for dyslexia, numeracy screening for dyscalculia). These tools provide objective data that complement teachers’ observations.

- Collaboration with Parents

Parents provide valuable information about a child’s developmental history, early milestones, and behaviors at home. Regular communication between teachers and parents allows for a holistic understanding of the child’s strengths and difficulties.

- Consultation with Specialists

When observations and screening tools indicate significant concerns, schools should involve specialists such as school psychologists, speech and language therapists, special educators, or medical professionals. Their assessments help confirm difficulties and guide appropriate interventions.

- Monitoring and Review

Screening is not a “one-time” process. Teachers should continuously monitor progress, review observation notes, and adjust interventions. Regular follow-ups ensure that evolving learning needs are identified early.

➤ Early Signs and Indicators of Learning Difficulties

Early signs may vary depending on the type of learning difficulty. Teachers should familiarize themselves with typical manifestations to recognize potential red flags.

- **Dyslexia**

Common early indicators include:

- Persistent difficulties with phonological awareness, such as identifying and manipulating sounds in words.
- Frequent letter reversals (e.g., “b” vs. “d”) or difficulty remembering letter–sound correspondences.
- Slow or inaccurate decoding when reading aloud.
- Difficulty remembering sight words despite repeated exposure.
- Poor spelling skills inconsistent with general intelligence.
- Avoidance of reading activities, signs of frustration or fatigue during literacy tasks.

- ❖ **Dyscalculia**

Early signs may include:

- Poor number sense, difficulty understanding quantities or “how many.”
- Difficulty sequencing numbers, counting backwards, or understanding number lines.
- Problems with basic arithmetic facts that do not improve with practice.
- Difficulty recognizing mathematical symbols or linking them to operations.
- Confusion between similar-looking numbers (e.g., 6/9, 3/8).
- Reliance on immature strategies (e.g., finger counting beyond expected age).

- ❖ **ADHD**

Indicators depend on whether inattention, hyperactivity, or a combination predominates:

Inattention patterns:

- Difficulty sustaining attention during tasks.
- Frequent careless mistakes or incomplete work.
- Appears not to listen when spoken to directly.
- Struggles to follow multi-step instructions.
- Loses materials or forgets homework regularly.

Hyperactivity-impulsivity patterns:

- Excessive movement, difficulty remaining seated.
- Talking excessively, interrupting others.
- Impulsively shouting answers without waiting their turn.
- Difficulty playing quietly or waiting.
- Emotional impulsivity (outbursts, frustration).

- ❖ **Autism Spectrum Disorders (ASD)**

Early red flags often include:

- Social communication difficulties: limited eye contact, challenges with conversational turn-taking, lack of reciprocal social behaviors.
- Restricted interests or repetitive behaviors: lining up objects, intense focus on specific topics, echolalia.
- Sensory sensitivities: hyper- or hypo-sensitivity to sounds, textures, lights.
- Difficulty adapting to changes in routine or unexpected transitions.
- Challenges understanding social cues, gestures, or humor.

➤ Sample Observation and Screening Tools

Teachers can use simple observation forms to track behaviors and learning indicators systematically. Below is a sample observation checklist for early screening (to be adapted per age group):

Student Name	Date	Observed Area	Description of Behavior / Indicator	Frequency	Teacher Notes
		Literacy / Numeracy / Behavior		Rare / Sometimes / Often	

Additionally, specialized screening checklists can be used:

Indicator (Dyslexia)	Observed	Comments
Difficulty identifying sounds in words	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Frequent letter reversals	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Slow decoding	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Avoids reading	<input type="checkbox"/> Yes <input type="checkbox"/> No	

(Similar tables can be created for dyscalculia, ADHD, and ASD.)

➤ Multidisciplinary Collaboration

Screening is most effective when it involves collaboration among teachers, parents, and specialists. A structured multidisciplinary approach typically includes:

- Teachers → Initial observation, classroom adjustments, ongoing documentation.
- Parents → Sharing developmental history and home observations, reinforcing interventions at home.
- School psychologists / therapists → Conducting formal assessments, offering recommendations.
- Special educators → Designing adapted learning materials and strategies.

Regular meetings, shared progress reports, and joint planning ensure that interventions are coherent and targeted.

➤ **Common Challenges and Practical Solutions**

Challenge	Description	Practical Solutions
Inconsistent observation practices	Teachers may not know what to look for	Provide simple checklists and training; integrate observation into daily routines
Parental resistance or denial	Parents may fear labeling	Emphasize support, not labeling; use clear examples and progress data
Lack of standardized tools	Screening may rely only on intuition	Introduce school-wide screening forms; use free validated tools when possible
Limited specialist access	Small schools may lack psychologists	Build partnerships with external services; use teacher–parent collaboration effectively
Delayed follow-up	Screening results not reviewed systematically	Schedule regular follow-up meetings; assign clear responsibilities

Conclusion

In conclusion, the proposed approach through creating and implementing this methodology, with the development of two specialized toolkits—**"Science for All" (S4ALL) and "Environment Studies for All" (ES4ALL)**—is not just beneficial, but imperative. It aims to transform the learning process for primary school children with specific difficulties like dyslexia, dyscalculia, ADHD, and ASD. By integrating adapted strategies, lessons, and materials into these tools, we ensure that every student gets the necessary support to understand and absorb essential content in science and environmental studies. This methodology not only lays the groundwork for academic success through inclusive approaches but also contributes to fostering positive mental health and empowering teachers. Ultimately, it guarantees that every child has the opportunity to thrive and reach their full potential, regardless of their learning challenges.

The following briefly presents tips for a better understanding of specific manifestations of learning difficulties in the learning process: identifying learning difficulties for children with dyslexia, dyscalculia, ADHD and autism spectrum disorders:

❖ **The specific manifestations of LD for TSA students**

<https://www.canva.com/design/DAGr17uYzLM/fzjXZmCiDgGizXHdmTbs8A/edit>

❖ **the specific manifestations of LD for ADHD students**

<https://www.canva.com/design/DAGr2v9T518/H0XriPVUF29EcVPni1OrA/edit>



- ❖ the specific manifestations of LD for dyscalculia students

https://www.canva.com/design/DAGr3UblBu8/8V17HOZX5LDecAPa5Pa_9Q/edit

- ❖ the specific learning difficulties of students with dyslexia

<https://www.canva.com/design/DAGr6hvIFN0/Jdaokvc8U7jOWXEwY57Rvg/edit>

- ❖ the specific learning difficulties of students with dysgraphia

<https://www.canva.com/design/DAGr7j8t62M/fxgCUf1crcbkhFKtaQuG2g/edit>

To demonstrate the effectiveness of the resources developed, an initial assessment tool will be administered prior to their implementation in the classroom. The same instrument will be applied again after the use of the project-created materials. This tool, designed in Google Forms, will target indicators related to specific learning difficulties as well as competencies characteristic of the two subject areas for which the resources were developed. The comparative analysis of the results will provide measurable insights into students' progress and the impact of the proposed methodology.

SECTION B - STRATEGIES AND APPROACHES FOR ORGANIZING THE TEACHING AND LEARNING PROCESS OF TG1 IN S&ES

This methodology provides a structured approach to designing and delivering resource lessons tailored to children with special educational needs. The aim is to ensure that all children, regardless of their abilities, have access to meaningful and effective learning experiences that promote their cognitive, emotional, social, and motor development. It outlines key steps for analyzing individual needs, setting clear objectives, selecting adapted content and teaching methods, creating supportive materials, and evaluating progress.

1. Analyzing Special Educational Needs

Conduct a thorough analysis by:

- Identifying the type of special educational needs (learning difficulties, autism spectrum disorders, speech and language impairments, etc.).
- Determining the dominant learning style (visual, auditory, kinesthetic).
- Evaluating the level of autonomy.
- Creating observation sheets or applying functional assessments.

Before planning any lesson, it is crucial to understand the specific learning profiles of students. This analysis involves:

a) Identifying the Type of SEN

- Learning difficulties: dyslexia, dyscalculia, dysgraphia





- Neurodevelopmental disorders: ADHD, ASD
- Speech and language impairments
- Physical or sensory impairments (if relevant)

b) Determining Dominant Learning Styles

- Visual learners: respond best to images, diagrams, and written instructions
- Auditory learners: respond best to explanations, discussions, songs
- Kinesthetic learners: respond best to hands-on activities and movement

c) Assessing Level of Autonomy

Evaluate whether the student can complete tasks independently, requires prompts, or needs constant guidance.

d) Observation Sheets and Functional Assessments

Teachers can use structured observation forms to record behaviors, learning patterns, and responses to specific tasks:

Student Name	SEN Type	Learning Style	Level of Autonomy	Notes
		Visual / Auditory / Kinesthetic	Independent / Minimal support / Constant guidance	

2. Selecting Adapted Content

The content should be:

- Accessible and relevant- content should align with learning objectives but be understandable for all students.
- Broken down into small learning units- helps avoid overload and increases comprehension.
- Presented using simplified language and concrete examples- Avoid abstract language, use visuals, real objects, and analogies.

Example – Science:

- Topic: The Water Cycle
- Adaptation for SEN: Use large, colorful diagrams, simple language, real water experiments, and storytelling.

Example – Environmental Studies:

- Topic: Recycling
- Adaptation for SEN: Sorting games with real objects, pictograms showing “what goes where,” interactive group tasks.



3. Setting the Lesson Objectives

Define general and specific objectives, adapted to the child’s developmental level.

Objectives should be:

- Clearly formulated.
- Measurable and realistic.
- Focused on developing cognitive, emotional, social, and motor skills.

Objective Type	Example (Science)	Adaptation for SEN
General Objective	Students will describe the stages of the water cycle.	Visual diagrams + guided discussion
Specific Objective – SpLD	Students will identify evaporation, condensation, and precipitation using picture cards.	Step-by-step labeling activities
Specific Objective – ADHD	Students will sequence the stages of the water cycle through an interactive game.	Movement-based activity to sustain attention
Specific Objective – ASD	Students will match images and labels of water cycle stages.	Use structured visual schedules and repetition

4. Choosing Teaching Methods and Techniques

Use active and multisensory methods such as:

- Demonstration method.
- Educational games.
- Storytelling with visual support.
- Guided discovery learning.
- Practical exercises with directed repetition.
- Assistive technologies (tablets, educational software, pictograms).

Active, **multisensory approaches** are most effective for students with SEN. Some examples:

4.1 Demonstration Method

- Show processes step by step using real objects or visual aids.
- Encourage students to replicate the demonstration.

4.2 Educational Games

- Turn learning objectives into games (matching cards, bingo, sorting activities).
- Supports engagement and retention, especially for ADHD students.

4.3 Storytelling with Visual Support

- Narratives help students contextualize abstract concepts.

- Visual aids (images, pictograms) enhance understanding, particularly for SpLD and ASD.

4.4 Guided Discovery Learning

- Students explore materials with teacher guidance.
- Promotes curiosity, critical thinking, and problem-solving.

4.5 Practical Exercises with Repetition

- Hands-on activities consolidate learning (e.g., counting experiments, water cycle model building).
- Repetition aids memory and skill acquisition.

4.6 Assistive Technologies

- Tablets, educational apps, and interactive whiteboards support multisensory learning. Example apps: Wordwall, Genially, Canva for interactive lessons.

5. Creating Resource Materials

Materials should be:

- Visually appealing and well-structured.
- Adapted to the developmental level.
- Easy to handle and use.

Examples of materials:

- Illustrated boards.
- Flashcards with images and words.
- Audio stories.
- Interactive games.

Material Type	Example	SEN Adaptation
Illustrated boards	Water cycle poster	Large fonts, bright colors, pictograms
Flashcards	Numbers, letters, symbols	Color-coded, tactile cards for kinesthetic learners
Audio stories	Story about recycling	Repeated audio segments, simple language
Interactive games	Sorting trash items	Group activities, visual reinforcement

Tips for Visual Design:

- High contrast colors for readability
- Minimal text per slide or card
- Consistent symbols for concepts
- Clear step-by-step instructions

6. Structure of the Resource Lesson

An adapted lesson can include the following stages:

- ✓ Attention-capturing moment :

- Personalized greeting.
- Routine activity (calendar, weather, identifying emotions).

✓ Presentation of the content/ Guided Instruction:

- Clear explanations with visual support.

✓ Practical activities:

Matching games.

- Practical exercises (pasting, sorting, manipulation).

✓ Feedback and consolidation:

- Repeating essential information.
- Symbolic rewards and positive reinforcement.

✓ Evaluating Progress

Carry out periodic formative assessments through:

- Direct observations.
- Worksheets.
- Individual progress reports.

Adapt the teaching strategy according to the results.

The curricula in Science (S) and Environment Studies (ES) in partner countries were analysed in order to identify common topics which will be developed as teaching resources for SEN students following the SENvoice methodology:

✓ **“Science for all” (S4ALL)** teachers’ toolkit comprising ready-to-use training resources on specific topics in S at primary school level — created specifically for TG1 students.

-Stage1: The SENvoice project experts will initially create, after consultations at international level, model resources on a number of topics. These topics will be chosen considering the following criteria: (1) common topics in the primary school curricula in science in partner countries; (2) crucial topics for students’ headway in the subject or (3) identified as being difficult to teach to students, specifically to SEN students.

-Stage 2: After the joint-staff training events the participating teachers will create their own teaching materials on specific topics from the primary school curricula in science. The resources will be monitored and modifications will possibly be suggested in order to comply fully with the SENvoice methodology. The new teaching resources will be added to the S4ALL teachers’ toolkit.

✓ **“Environment Studies for all” (ES4ALL)** teachers’ toolkit comprising ready-to-use educational resources on specific topics in Environment Studies at primary school level — created specifically for TG1 students .

- Stage 1: The SENvoice project experts will initially create, after consultations at international level, model resources on a number of topics. These topic will be chosen considering the following criteria: (1) common topics in the primary school curricula in Environment Studies in partner countries; (2) crucial topics for students’ headway in the subject or (3) identified as being difficult to teach to students, specifically to TG1



students.

-Stage 2: Similarly, after the short-term joint staff training events, the participating teachers will create their own teaching resources in Environment Studies. The latter will eventually be added to ES4ALL toolkit.

Teaching resources for SEN students will be created using the online platform CANVA.

Universal Model Structure - SENvoice Teaching Resource - Applicable to any topic, includes sections dedicated to adaptations for SpLD, ASD, ADHD, and can be completed by any teacher.

1. General Information			
Lesson title:			
Grade/Class:			
Duration:		(e.g., 45 minutes)	
Subject area: Science / Mathematics			
Curriculum topic:			
2. Learning Objectives			
General objective:		e.g., Students will identify the stages of the water cycle in nature.	
Adapted objectives for TG1:			
Type of SEN	Adapted Objective		
SpLD	...		
ASD	...		
ADHD	...		
4. Lesson Delivery			
Narrative description of the resource			
Description of the stages of learning activities in the lesson - step by step organization and structure			
Stage	Proposed Activity	SEN Adaptations	Time



Activation/ Anchoring	e.g., image / question / movement game	Visual + kinesthetic (for ADHD)	5'
Guided Instruction	Explanation + demonstration	Step-by-step + large fonts + pictograms	10'
Practical Activity	Hands-on exercise/games orting/ manipulation	Small groups + tactile materials	15'
Consolidation	Guided review / game	Image-text association / mime	10'
Informal Assessment	Simplified worksheet / verbal response	Visual-verbal differentiated evaluation	5'

5. Required Materials

Type of SEN

- Worksheets (e.g., color-coded, structured)
- Real objects / tokens / visual cards
- Digital tools (e.g., Wordwall, Genially, Canva – optional)
- Large posters, figurines, charts, PECS symbols (optional)

6. Inclusive Assessment Methods

Evaluation methods (depending on the specifics of the lesson)

Adaptation for TG1

Direct observation

Assisted oral response

Completion worksheet

Game-based assessment

7. Teacher Reflection

What went well?

What difficulties did students with SpLD/ASD/ADHD face?

What adaptations will work better in the next lesson?

8. Observations/Recommendations (from TG2- Google forms)

9. Resource LINK:	
10. BIBLIOGRAPHY:	

A full lesson can be organized in five stages:

Stage	Activity	SEN Adaptation	Time
Activation/Anchoring	Greeting, calendar, emotions check	Visual cues, short movement game	5'
Guided Instruction	Water cycle explanation + demo	Step-by-step + large fonts + pictograms	10'
Practical Activity	Hands-on experiment or sorting game	Small groups, tactile materials	15'
Consolidation	Review with quiz or image matching	Picture-text association, repetition	10'
Informal Assessment	Short worksheet or verbal check	Visual-verbal differentiated evaluation	5'

Example – Water Cycle for SEN Students:

1. Show real water, evaporation demo with heat source.
2. Students place pictogram cards in order: evaporation → condensation → precipitation → collection.
3. Group discussion with visual chart to reinforce vocabulary.
4. Matching game to consolidate terms.
5. Teacher checks understanding with simple questions and symbols (smiley/frown faces).

Assessment should be flexible, ongoing, and adapted to each learner.

Assessment Type	Method	SEN Adaptation
Direct observation	Teacher notes during tasks	Checklists, highlight participation
Assisted oral response	Questions during lesson	Allow gestures, visual prompts
Completion worksheets	Short exercises	Color-coded, stepwise instructions
Game-based assessment	Sorting or matching activities	Small groups, visual support

Teachers should document:

- What worked well?
- Which students struggled, and why?
- Which adaptations were effective?
- How will future lessons be modified?

This step ensures continuous improvement and responsiveness to student needs.

Practical Tips for Implementation

- Use consistent routines to reduce anxiety for ASD and ADHD students.
- Short, focused segments help attention.
- Combine movement with learning to support ADHD.
- Visual schedules help all SEN students anticipate tasks.
- Encourage peer support to foster inclusion and social skills.

SECTION C - MAPPING THE PERSONAL PROGRESS OF TG1 STUDENTS

This section will provide assessment tools, supporting teachers to set clear, measurable and achievable short-term goals.

Proposed tools (depending on the specifics of the lesson):

- Level-based observation grid
- Progress sheets with symbols or emojis
- Adapted visual-verbal assessments
- Feedback from students and teachers

Example of a progress descriptor:

Indicator	Level 1	Level 2	Level 3
Follows steps in order	With constant guidance	With minimal support	Independently
Uses symbols correctly	Sometimes	Frequently	Consistently

Transversal Elements of the Methodology

- Respect for multiple learning styles (MI – Multiple Intelligences)
- Approach focused on resilience and self-regulation
- Predictable yet flexible lessons
- Applicable in 1:1 or pair-based activities

General Information

Field	Description
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Lesson Title	Enter the topic of the lesson (e.g., “The Water Cycle”)
Grade/Class	Specify the grade or class
Duration	Typical lesson duration (e.g., 45 minutes)
Subject Area	Science / Environmental Studies
Curriculum Topic	Specify the learning unit or objective
Teacher Name	Optional for documentation

Learning Objectives

General Objective

Example: *Students will identify and describe the stages of the water cycle.*

Adapted Objectives for SEN (TG1)

Type of SEN	Adapted Objective
SpLD	Students will identify evaporation, condensation, and precipitation using picture cards.
ADHD	Students will sequence water cycle stages using an interactive game.
ASD	Students will match images and labels of water cycle stages in the correct order.

Teachers can create multiple objectives based on student profiles, ensuring measurable and realistic targets.

Lesson Delivery – Step-by-Step Structure

Stage	Proposed Activity	SEN Adaptations	Time
Activation / Anchoring	Greeting, calendar, emotional check	Visual cues, short movement game	5'
Guided Instruction	Water cycle explanation + demo	Step-by-step + large fonts + pictograms	10'
Practical Activity	Hands-on experiment / sorting game	Small groups, tactile materials	15'
Consolidation	Review with quiz or matching	Picture-text association, repetition	10'
Informal Assessment	Short worksheet / verbal check	Visual-verbal differentiated evaluation	5'

Required Materials

Type of SEN	Materials
General	Worksheets, posters, digital tools (Wordwall, Genially), charts, pictograms
SpLD	Color-coded cards, simplified text, illustrative diagrams
ADHD	Interactive manipulatives, games, movement-based resources
ASD	Visual schedules, clear structure, predictable routines, repetitive visual cues

Inclusive Assessment Methods

Evaluation Method	Adaptation for TG1
Direct observation	Use checklists, note participation and engagement
Assisted oral response	Provide visual prompts or gestures for answers
Worksheets	Simplified tasks, color-coding, stepwise instructions
Game-based assessment	Small group games, peer support, visual reinforcement

Teacher Reflection

Teachers record observations for continuous improvement:

- What went well in the lesson?
- Which students experienced difficulties?
- Which adaptations were effective?
- What will be modified in the next lesson?

Completed Lesson Examples

Example 1: Science – The Water Cycle

General Objective: Students will identify and describe stages of the water cycle.

SEN Adaptations:

- SpLD → Picture cards + verbal repetition
- ADHD → Sequencing game with movement
- ASD → Structured matching activity with images

Materials: Posters, water tray, pictograms, interactive digital slides

Assessment: Worksheets with image matching, oral check, teacher observation checklist



Example 2: Environmental Studies – Recycling and Waste Management

General Objective: Students will sort waste into correct recycling categories.

SEN Adaptations:

- SpLD → Visual cards with images + words
- ADHD → Hands-on sorting game in small groups
- ASD → Step-by-step guided sorting with pictograms and timers

Materials: Real waste objects, bins, visual symbols, worksheets

Assessment: Observation checklist, interactive sorting game results, verbal prompts

Step-by-Step Guide for Teachers Using the Model

1. Fill General Information: Start with lesson title, class, duration, subject area.
2. Define Learning Objectives: Include both general and SEN-adapted objectives.
3. Plan Lesson Delivery: Break into stages (activation, guided instruction, practical activity, consolidation, assessment).
4. Select Materials: Match resources to objectives and SEN adaptations.
5. Implement Lesson: Use multisensory and inclusive teaching strategies.
6. Assess and Reflect: Use checklists, worksheets, and verbal feedback; record observations.
7. Adjust Future Lessons: Apply insights from reflection to improve accessibility and engagement.

MAPPING THE PERSONAL PROGRESS OF TG1 STUDENTS

Monitoring the personal progress of students with Special Educational Needs (SEN) is essential to ensure that interventions are effective and learning objectives are met. Continuous and individualized assessment allows teachers to **adapt instruction**, provide **targeted support**, and celebrate achievements.

Principles of Continuous and Individualized Assessment

1. Ongoing Observation – Teachers record behaviors, engagement, and learning strategies during each lesson.
2. Formative Assessment – Regular, low-stress checks (worksheets, games, oral responses) to inform teaching.
3. Student-Centered Feedback – Encourage students to reflect on their learning using simple symbols, emojis, or verbal responses.
4. Goal-Oriented Tracking – Set short-term goals for cognitive, social, emotional, and motor skills.
5. Documentation – Maintain records in observation sheets or digital forms to monitor progress over time.



Progress Observation Grids

Observation grids help track student performance and engagement. They can include visual cues and symbols for clarity.

Example – Following Steps in a Task

Indicator	Level 1 – Needs Guidance	Constant Level 2 – Needs Minimal Support	Level 3 – Independent
Follows steps in order	✗	⚠	✓
Completes activity	✗	⚠	✓
Engages in task	✗	⚠	✓

Example – Using Symbols Correctly

Indicator	Level 1	Level 2	Level 3
Matches pictograms	Sometimes	Frequently	Consistently
Uses gestures to respond	Sometimes	Frequently	Consistently

SMART Objectives for SEN Students

Teachers can set short-term, achievable objectives for each student. Using the SMART framework ensures clarity and measurability.

SMART Example – Science Lesson (Water Cycle)

Specific	Students will identify evaporation, condensation, and precipitation
Measurable	Using picture cards, students will correctly sequence all three stages
Achievable	Students receive visual support and step-by-step guidance
Relevant	Supports comprehension of natural processes aligned with curriculum
Time-bound	Objective to be achieved by the end of the 45-minute lesson

SMART Example – Environmental Studies Lesson (Recycling)

Specific	Students will sort three types of waste into correct recycling bins
Measurable	At least 80% accuracy during a hands-on sorting game
Achievable	Materials and visual aids provided; teacher monitors group activity
Relevant	Supports environmental awareness objectives
Time-bound	Objective to be achieved within a single lesson session

Integrating Student-Teacher Feedback

- Encourage students to self-evaluate with emoji cards or color-coded symbols (green = good, yellow = needs improvement, red = support required).



- Teachers provide constructive, visual feedback to reinforce learning and build self-esteem.
- Include peer feedback in group activities to encourage collaboration and social skills.

Tools for Tracking Progress

- Level-Based Observation Grids → track skill acquisition over weeks.
- Progress Sheets with Emojis or Pictograms → quick visual reference.
- Rubrics for Practical Activities → standardized scoring for hands-on tasks.
- Teacher-Student Feedback Forms → allow students to reflect and communicate understanding.
- Digital Portfolios → optional for recording multimedia evidence of learning.

Transversal Elements

This methodology emphasizes:

- Multiple Learning Styles → visual, auditory, kinesthetic
- Resilience and Self-Regulation → encourage coping strategies and independence
- Predictable yet Flexible Lessons → structured routines with adaptability
- 1:1 or Pair-Based Activities → facilitate individualized attention or peer support

Conclusion

By mapping personal progress systematically, teachers can:

- Adjust teaching strategies effectively
- Recognize and celebrate achievements
- Identify areas needing additional support
- Empower students with SEN to reach their full potential

Furthermore, the perceived usefulness of the developed resources will be documented through the same Google Forms instrument used in the initial assessment. Teachers will be invited to provide feedback regarding the clarity, accessibility, and relevance of the materials, as well as their effectiveness in supporting learning. This feedback will offer valuable qualitative insights that complement the assessment results, contributing to a comprehensive understanding of the strengths and areas for improvement of the created resources.

