COGNITIVE DOMAIN

COGNITIVE

The Cognitive domain relates to a student's ability to process and store information, and utilise skills and knowledge in a range of literacy, numeracy and other cognitive tasks.

The NSW Syllabuses are the foundation of program planning for *all* students; goals and plans for students with additional needs should be based on these documents. This domain deals with academic interventions for Literacy and Numeracy only, and sets out generalised supports to be applied across all other Key Learning Areas.

The Australian Curriculum is based on the assumption that each student can learn and the needs of every student are important. It enables high expectations to be set for each student as teachers account for the current levels of learning of individual students and the different rates at which students develop (ACARA, 2010).

A cyclic approach to assessment, planning, teaching and evaluation ensures that Literacy and Numeracy Plans are working documents that are referred to and updated frequently. Formative assessment

(assessment for learning) describes the student's abilities, needs, and interests and uses these as a starting point for formulating goals and designing interventions. SMART goals clearly outline what the student will learn and how they will demonstrate that learning.

Social Inclusion

The educational inclusion of students with additional needs is a major tenet of the Learning and Support Plan. Belonging as a valued member of the class is a critical outcome for all children.

The Literacy and Numeracy Plan may outline some individually administered components for the student, but the focus is on making the class program as accessible as possible for all learners from the beginning of the planning process.

Download a description of SMART goals

References and further reading
Morton, M., Rietveld, C., Guerin, A., McIlroy, A., & Duke, J. (2013). Curriculum, assessment, teaching and learning for all. In *Teaching in Inclusive School Communities*, S. Carrington & J. MacaArthur. EDS Wiley & Sons Australia, Milton QLD.

Design Teaching Strategies

Plan differentiated activities as part of regular classroom instruction as far as possible. The plan may contain some individualised support (e.g. individual reading activities with an SLSO) but these should not form the majority of the student's Literacy and Numeracy program.

Consider

- Breaking down tasks into component steps
- Prompts for students to learn the steps in a task
- Supportive student groupings for Literacy and Numeracy
- Asking advice of Learning and Support teacher, or teachers with specialist literacy or numeracy knowledge
- Time allocated to your class of Learning and Support or ESL teachers, SLSOs, parent helpers
- Supporting student's individual goals within whole class learning activities
- Opportunities to practice the skill frequently in authentic contexts
- Praise and reinforcement when the student is successful

Ensure that the teaching strategies you are designing are feasible, with the resources available to you. For example, don't plan an individual withdrawal program if there is no one available to administer it.

Agree on

Responsibilities

Plans will be most successful when formulated collaboratively, with everyone involved developing a common understanding of their responsibilities.

Ensure that everybody knows how to carry out their part of the plan. This may involve training SLSOs or other teachers how to administer a reading program, showing parents/carers some strategies for reading with their child at home, and training the student themselves on how to do individual practice activities.

Evaluation

Post-assessment must be a planned part of the Literacy and Numeracy Plan. A variety of assessment methods may be used.

If the goal is not met by the review date, consider whether strategies may need to be changed, whether the goal was attainable or realistic, or if it just needs more time to be met.

All parents/carers have the ability to make some contribution, regardless of their own literacy and numeracy skills. Talking with their child about what they are learning, keeping in communication with the school, and involving their child in everyday household activities are valuable.

ASSESSMENT AND GOAL SETTING

Assessment

Use your existing assessment tools in Literacy and Numeracy. Assessments used for earlier stages may be required if students are achieving well below grade level.

In the Assessment section of the Literacy and Numeracy Plan, write their present level of functioning in the relevant area.

Plotting the student's skills on the Literacy Continuum and Numeracy Continuum can be a useful way of both assessing what they can do and what skills are the next steps in learning.

Goal Setting

Setting a small number of simple goals over a short time period (e.g. 3-4 simple goals per month) encourages all involved to focus on key skills.

The student goals for the Literacy and Numeracy Plan are SMART goals.

Specific : Clear description of the knowledge or skills to be learned.

Measurable: Outcome must be observable and able to be measured.

Attainable: Goal must be realistic for the student.

Relevant: Based on the child's current needs.

Time-based: Progress can be monitored over time and time limit keeps people on track.

The benefits of writing goals in this way are:

- Focus on acquiring specific skills or knowledge.
- Progress is easier to monitor.
- Simple evaluation of whether the goals have been achieved or not.
- Consistency and clarity of communication between student, teachers, and parents/carers.
- Large goals seem insurmountable, smaller goals make change easier.

SMART Goal Examples

- Lachlan will be able to write his first and last names independently with correct upper and lower-case letters and spacing, within the next 3 weeks.
- Mohammed will be able to use the 'jump method' to add any two 2-digit numbers with verbal prompts (e.g. What is the next step?), by the end of Term 1.
- Nicola will be able to identify the main idea of a non-fiction paragraph read aloud, with partial verbal prompts, by Week 4.

The PLASST has a lot of information that can be used for planning in the Cognitive domain. Look in domains D1: Cognitive, D2: Attentiveness to learning and D3: Communication.

View an Example Literacy and Numeracy Plan   Fill in the Literacy and Numeracy Plan

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LITERACY & NUMERACY PLAN

| Name | Joshua Jones | School | | Date | 25.2.19 |
| Participants | Mrs F (class teacher), Mr C (stage AP), Ms S (LAST), with input from LST. | | | Review Date | 25.3.19 |

Literacy

Students will be able to:	Strategies:
SMART Goals S=Specific M=Measureable A=Attainable R=Realistic T=Timely **English**	**Teacher** Participation in all whole class literacy activities. During guided reading groups John will focus on phonemic awareness and will have opportunities at sounding words out with an emphasis on cvc words. Will read to an adult in room once a day for 2 weeks from home reading box or guided reading tubs. Sight word games and activities to be accessible for John when he has finished his work. **Student** John will choose to play sight word games when he has finished his work and in free time twice per week.

> Hand over hand can be faded by lightening your touch to a simple touch on the back of a hand or arm to guide the student though the task...

Instructional Prompts

Independence completing a task or exhibiting a behaviour without prompts or cues, is the gold standard of special education. The level of support falls on a continuum, from most intensive and furthest from independence, to least intensive.

Hand over Hand

This is the most intensive of the prompts. The teacher or coach may actually place his or her hand over the student's hand. It works well with young students on the autism spectrum, older autistic students with unfamiliar tasks and even younger students with immature and undeveloped fine motor skills. Hand over hand can be faded by lightening your touch to a simple touch on the back of a hand or arm to guide the student though the task.

Physical

Hand over hand is a physical prompt, but physical prompts can include tapping the back of a hand, holding an elbow, or even pointing. Physical prompts may be accompanied by verbal prompts. As the verbal prompts stay in place, the teacher fades the physical prompt.

Verbal

These are most familiar. We tell the student what to do: sometimes step-by-step, sometimes with more detail. Of course, if we talk all the time, our prompts get ignored. You can also design verbal prompts to fade from most complete to least complete.

Example:

"Bradley, pick up the pencil. Bradley, put the point on the paper. Circle the correct answer. Good job, Bradley: Now, let's do number two. Find the correct answer, etc."

Faded to:... "Bradley, you have your pencil, your paper and we have done these before. Please circle each answer and put your pencil down when you are done."

Gestural

These prompts should begin with a verbal prompt: they are easy to fade and are the least intensive. Be sure you don't become so used to your verbal prompts that all you're doing is running your mouth. Shorten those prompts and trust the gesture, whether it's pointing, tapping or even winking. Be sure the student knows what you are requesting with the prompt.

Reference: http://specialed.about.com/od/autismandaspergers/a/Prompts-That-Support-Instruction-And-Independencehtm