

ASSESSMENT OF CHILDREN WITH VISUAL IMPAIRMENTS AND MULTIPLE DISABILITIES

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In field of special education all educators use ongoing assessments to determine their student's ability. Assessment is ongoing and never-ending process. It needs to continue throughout the persons learning years, to evaluate progress, changing needs, problem situations and other considerations. We must always be aware that the child is growing and changing. Assessment is the process of gathering analyzing, and using information for the purpose of making decisions about children. [1]. Before beginning an assessment of a child it is useful to gather all available information about the student. It may include past educational records medical information and other specialized diagnostic tests. Through that we can gain valuable information, and by that we can help the observer for the next step. We need to look at each child's strengths and needs. Assessment happens every time, every day. We look at what the child likes, build on that and what he may need. Every child is a unique learner. Assessment helps us to identify the individual abilities of each child and then build upon those abilities. Crucial thing is to look at what to teach but how a child learns will tell us how best to present things, ideas and etc. [2]. Auditory assessment of visually impaired preschool-

ers. For young children it is important to assess them in their familiar environment where they are comfortable with people who know the child well. In assessment principles we develop a program. The program may change as the child changes. Assessment leads to developing programs and individual lessons. We also need to asses each child's program on an ongoing basis.

Assessment of young child with visual impairment (VI) and multiple disabilities (MD) is ongoing process that involves input and observations of many people. Some may not have all information and even don't know what the final picture will look like, others may have some information, over time may gain a clearer picture of the child, and the picture may also change in the future, different people have their ways of understanding the child, but coming from different perspectives, combining professional knowledge and observations of the child we can come up with a more complete and clear picture important for people representing different disciplines to work together and share their skills [3].

Why do we need to assess children with disabilities? Some reasons for assessing children with disabilities. Screening is the process of assessing a large number of children in order to determine which children should participate in a more comprehensive evaluation. Typically, screening assessment are brief and relatively inexpensive to administer. Diagnosis is to determine the extent and nature of developmental

delay, service needs is to make decisions regarding a child needs services, what type and to what extent, program planning tends to for yield information most important for classroom teachers and day-to-day decisions evaluation assessment data is used to determine the child's rate of progress and to verify the effectiveness of specific intervention strategies with respect to specific target behaviors.

Assessment process includes in it the plan, which will have the monitor progress, conduct assessment, plan interventions and implementation. In initial preparation and planning we need to look at purpose of assessment, consider scope of assessment, review medical and educational records, if available, caution- trust your own observations and observation of child's family, round robin discussion- what information could you gain from a review of medical, educational records? We need to interview the family caregivers and teachers, service providers- families priorities and concerns for the assessment asking what are their priorities and concerns

for the assessment. And then in what environments is the child most comfortable? with whom is the child most likely to demonstrate typical behaviors? During what time of the day is the child most alert? What types of materials are most likely to engage and interest the child, thus enabling the child to demonstrate a range of skills and abilities? The one important thing is carefully observe the child, then use some formal assessment tools (figure 1) [4].

We don't have to forget that the families are an important part o the assessment process. They are with the child longer than we as specialists and they know what they would like the child to learn to make his life easier at home and in the community, than us. Observations should be in various situations - home, school, etc in familiar settings. Assessment often look at what the child can do, than the child can't do. Just look at how the child learn best or look at their learning styles, how do they learn most effectively, how the child uses senses, what the child likes, dislikes, what are his or her strengths [5].

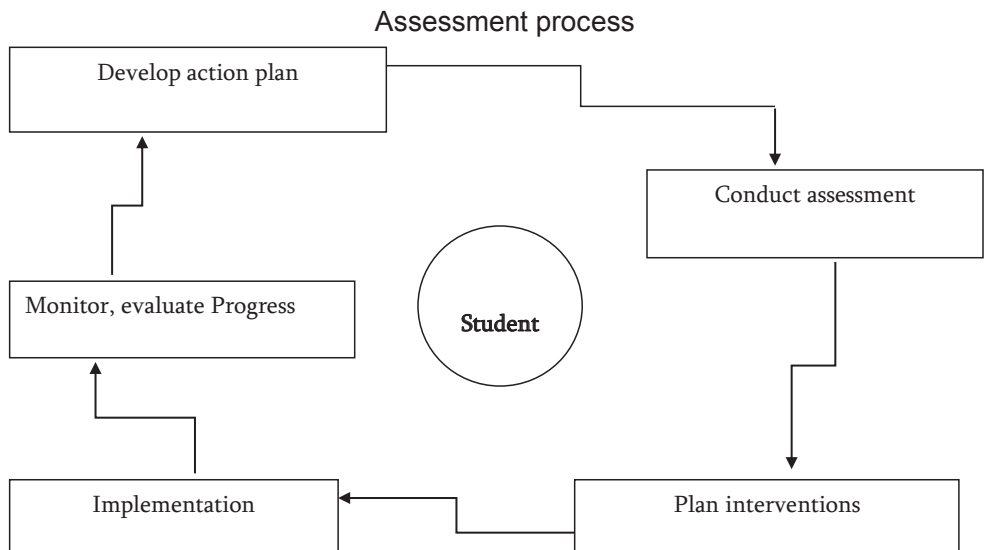


Figure 1

Assessment of young children with visual impairments and multiple disabilities should include information about how children appear to learn, not just what they are able to do. We can learn about children's learning styles from both observations of the child and interviews with families. We should focus on children's learning environment, and who is interacting with child. Different people have their own learning styles. We are the ones who have to facilitate the child's active engagement in different kind of activities and interactions with people. The environment (physical) need to be quiet, with light, clearly organized space. Does the child overly stimulating with sensory aspects visual -(to what types of materials is the child

visually attentive (people, faces, lights, colored objects etc.) and in what situations), auditory- (how does the child respond to familiar sounds? unfamiliar sounds? how are the child's auditory responses affected by environmental conditions), tactile, movement?- what type (visual, auditory, tactual, vestibular, olfactory, gustatory) and amount of sensory stimulations is best handled by the child? And how does the child show signs?

Assessment is essential not only to guide the development of individual students but also to monitor and continuously improve the quality of programs, inform prospective students and their parents, and provide evidence of accountability to those who pay our way.

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Դիլանյան Ա.Ա.

Նոր Խարբերդի մասնագիտացված մանկատան լոգոպեդ, տիֆլոմանկավարժ

Հոդվածում ներկայացված են տեսողության և զարգացման բազմակի խանգարումների ունեցող երեխաների գնահատման առանձնահատկություններն ու սկզբունքները: Ընդգծ-

վում է գնահատման կարևոր դերն ու նշանակությունը տվյալ համակազմի երեխաների հետ զարգացնող պարապմունքներ կազմակերպելու գործընթացում:

РЕЗЮМЕ
ОЦЕНИВАНИЕ ДЕТЕЙ С НАРУШЕНИЯМИ ЗРЕНИЯ И
МНОЖЕСТВЕННЫМИ НАРУШЕНИЯМИ РАЗВИТИЯ

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В статье представлены особенности и принципы оценивания детей с нарушениями зрения и множественными нарушениями развития. В процессе организации развивающих занятий с данным контингентом отмечается важная роль и значимость оценивания.