Beehive centre
Assessment Policy

Beehive centre uses an individually centred approach to learning with the aim of increasing communication, social skills and independence through scientific analysis to enable all within its care to flourish.

<u>Initial assessment of students</u>

An initial assessment will be conducted in both the current centre setting, where appropriate, and at home. The Supervisor, accompanied by another staff member, will assess the student using tools such as the VB-MAPP (Verbal Behaviour- Milestones Assessment and Placement Program).
Previous centre reports and those from other professionals, (eg Educational Psychologists, Speech and Language Therapists, EHCP etc) will be taken into account wherever available.

These will inform the decision to offer a place at the centre.

VB-MAPP (VERBAL BEHAVIOUR MILESTONES ASSESSMENT AND PLACEMENT PROGRAM)

The Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP) is a criterion-referenced assessment tool, curriculum guide, and skill tracking system that is designed for children with autism and other individuals who demonstrate language delays.

The VB-MAPP is based on B.F. Skinner's (1957) analysis of verbal behaviour, established developmental milestones and research from the field of behaviour analysis. It assesses the language, social and early academic skills of young children up to a normative age of 5 years. In addition to assessing skills across functional units of language, it also assesses barriers to learning to assist in designing meaningful interventions.

There are five components of the VB-MAPP and, collectively, they provide a baseline level of performance, a direction for intervention, a system for tracking skill acquisition, a tool for outcome measures and other language research projects, and a framework for curriculum planning. Each of the skills in the VB-MAPP is not only measurable and developmentally balanced, but they are balanced across the verbal operands and other related skills. The VB-MAPP balances the curriculum to avoid the common trap of developing rote responding due to deficiencies in the related verbal repertoires.

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Each level of the VB-MAPP is correlated with a developmental age range. The results of are depicted as a grid of skills observed across each area at baseline and again at each reassessment period and are coded by colour to denote the time of assessment. A composite score can also be calculated and reported. This visual depiction easily highlights both a child's strengths as well as any areas for future development and growth.

Following acceptance of a place

Individual risk assessments, student profiles and initial behaviour plans will be completed prior to entry through the collaboration of all key partners. Further assessment takes place when the child enters the centre by the class staff and supporting professionals.

Social skill Checklist
'Social Skills Solutions' is a book by Kelly McKinnon (M.A., BCBA) and Janis Krempa (M.Ed., BCBA).
Social Skills are defined by McKinnon and Krempa as "the rules and expectations that allow us to connect and be who we are and share who we are"[1]. Individuals with autism are known to have difficulty with social interaction - it's one of the diagnostic criteria - and it is important that we specifically teach these skills to our pupils.

The Social Skills Checklist breaks skills down into 10 modules:

1. Joint Attention and Attending
2. Greetings
3. Social Play
4. Self Awareness
5. Conversations
6. Perspective Taking
7. Critical Thinking skills
8. Advanced Language
9. Developing Friendships
10. Community / Home Life

To ensure assessment across all settings, the assessment is conducted across 1:1 teaching, groups, and in the natural setting. It is important to see which skills the child has, and in which situations they are able to demonstrate those skills. Assessment is conducted alongside the VB-MAPP.

On-going assessment

Once a student has taken up a place a Beehive centre their progress will be constantly monitored through daily data keeping, programmes, meetings and specialised assessment tools. This information will continually inform student's learning plans and also provide clear scientific evidence of learning and progress.

This information will be shared with parents through progress review meetings monthly. Parents are sent a copy of this plan and asked for their comments with the aim of working together in a consistent manner. Targets are reviewed as and when necessary to ensure the pupil is being constantly challenged to gain new skills.

The VBMapp is completed twice a year.

Review date: September 2024