

## Short instruction for the usage of the picture cards "ICF with the child"

### Goal

These picture cards emerged as a result of the defined need to include the children themselves in the "School based assessment meetings" in the primary schools. The picture cards can be used for the preparation with the child. It should be noted, that in the brief information provided by the Education Directorate of the Canton of Zurich, "*How do we conduct school-based assessment meetings in our school?*" the parents are free to choose whether they will fill out the form alone or with their child.

The picture cards should not be understood as equal translation of the ICF preparatory form for the Children. Rather than that, they offer possibility and suggestion how to talk and discuss with the child regarding the ICF topics. Not all cards have to be discussed with each child. The picture cards were specially developed for the age-mixed form of teaching at the basic level (primary school). The teachers are free to use the cards individually or to adapt them individually (see adaptation).

During the assessment, a distinction should be made between the well-being of the child (smileys) and the success i.e. the competences of the child (juggling bear). It is possible that the child can succeed in doing something, but he is not enjoying in doing this thing. When using the smileys as an assessment grid, the child should be asked: How are you doing, how do you feel? When using the juggling bear, the child should be asked: how well you can do this.

You have to be very careful when you are dealing with your own assessments and expression of opinions. They are only necessary in a few cases. At this point, it is about responding to the child, to understand the child and eventually to discover something new about the child. Only in this way, the self-assessment can be recorded as objective as possible. The child's self-assessments can be recorded, for example, with dots right next to the marking fields on the still empty protocol form. Important statements of the child should be recorded in the right column.

### Procedure

The following procedure is established for the school-based assessment meetings:

At the beginning of the school-based assessment meeting, all the cards are displayed in order to be shortly presented. (When you are not using all of the cards, display only those cards, which will be used). This repetition of the different topics can be very helpful for the forthcoming discussion, especially for parents who speak foreign language. During this short presentation, the parents can hold the ICF preparatory form in their hands and look in it occasionally. However, the parents should not give any comment about their assessment yet. The parents are informed that during the self-assessment of the child, the focus is on the question where the child is locating himself in the addressed area, and that the assessments will be shown later on the protocol form.

Idea: after this presentation the child can select 2 cards with two topics about which he would like to tell something to his parents.

The discussion is divided now into two parts:

In the first part, only the child is speaking and reporting something. Depending on the child and on his age the support of the teacher may be necessary. It is important to consider that the child should remain decisive in the discussion, and the parents and the teachers should not give their interpretative comments. In addition to telling something to his parent about the selected two topics, there is also possibility that the child can show his own work to his parents. Often it makes fun for the children to take their parents through the premises and from the other side this can also decrease the existing tension.

In the second part the adults are comparing their preparatory forms. Depending on the child and the situation, the child can choose whether he will stay in this room and take part in the conversation or he will spend time in a separate room doing something else.

## Individual Adaptation

The picture cards are divided into 5 folders:

„kiga“	School-based assessment meeting at the end of the 1st grade in Primary school
"gs 2"	School-based assessment meeting at the end of the 2nd grade in Primary school
"gs 3.1"	1. Final talk in the 3rd grade in Primary school
"gs 3.2"	2. Final talk in the 3rd grade/Workbook

The workbook "basic level 3.2" should not be used if the students have not got to know the cards in previous semesters. The meaning of the cards should be repeated shortly and the students should be introduced to the handling of the workbook.

The documents can be customized and adapted at any time in the Word program. The text fields are often above the pictures.

The Steinschrift font has to be installed on the computer beforehand. It can be found on the CD CD-Rom LESESCHLAU from Ursula Rickli and can be bought on the following web page: <http://www.ursularickli.ch>.



Three different documents are available as assessment grids:

- "smileys" a well-being oriented grid
- "competence" a competence oriented grid
- „strength problem" identical grid as on the ICF preparatory form (enlarged)

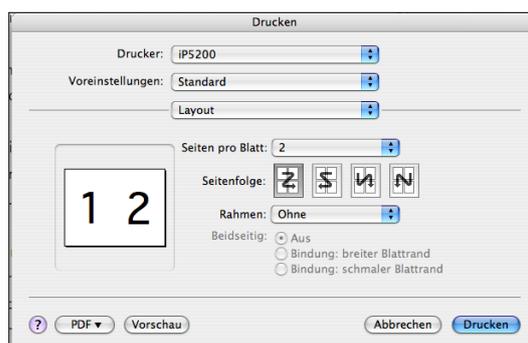
If the documents in doc. format are not displayed correctly due to a lack of specific font, they are also available in pdf form, but in pdf form, they cannot be edited.

## Printing

Printers print with different margin settings. Printing the picture cards can be done easily if the printer is set to "A4 frameless".

The folder "basic level 3.2" contain one more folder called "workbook". The folder „Workbook" contains all the picture cards in one document named as "overall".

The following settings must be made in order to print this document:  
Set 2 under "Layout" and "Pages per sheet" (for Mac, see the image below). Then put the printed A4 sheets in the printer again and print the assessment grid "similes" or "strength-problem" from the folder "workbook" on the backside in the same way. Then cut the A4 sheets in half and staple them into a booklet.



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