

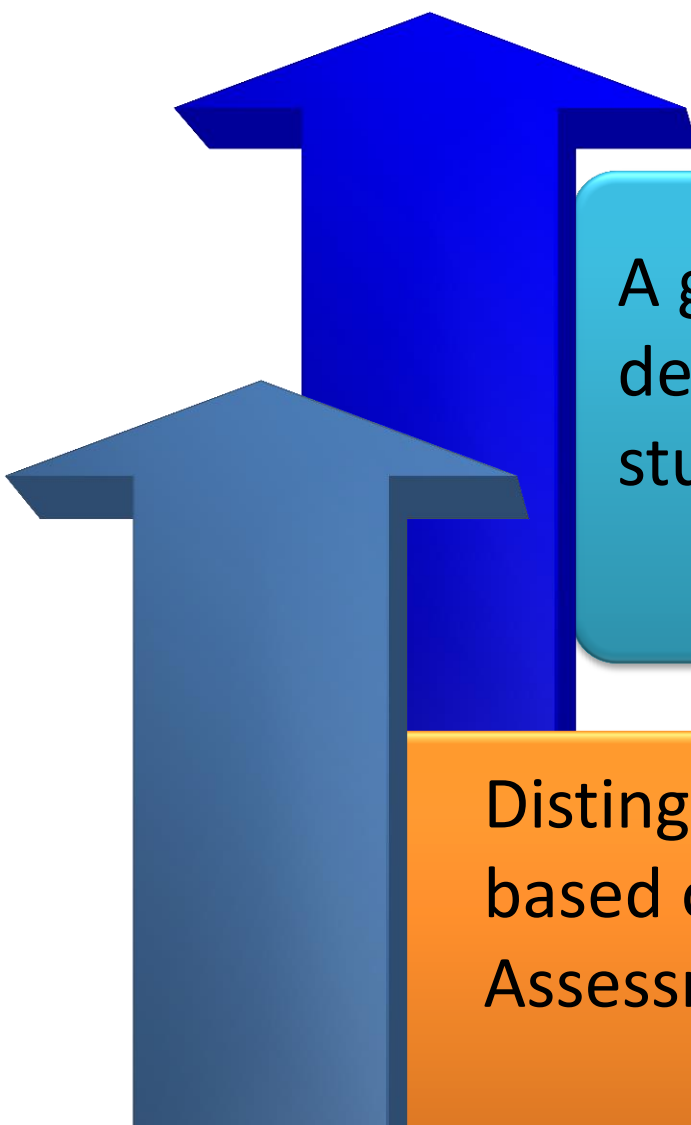


**MINISTRY of EDUCATION
YOUTH & INFORMATION**

Pathways to Education

A Guide for Intervention and Support

What is the Proficiency Pathway?



A guideline for school leadership to determine intervention options for students.

Distinguishes students' performance levels based on their performance on the National Assessment Programmes (GOILP and PEP)

How Does it Work?

- *Using data from the National Assessments at the primary level, students are distinguished as **ready**, **not ready**, or **almost ready**.*
- *These signposts guide schools to differentiate instruction based on students' levels of proficiency.*



ALMOST READY

READY

NOT READY



MINISTRY OF EDUCATION

PROFICIENCY PATHWAY: A GUIDE FOR INSTRUCTION AND INTERVENTION

The child enters Primary School through the GOILP

Ready: Follow the green pathway

Almost Ready: Follow the amber pathway

Not Ready: Follow the red pathway

Pathways:

Ready: Normative access to the New National Curriculum (NNC).

Almost Ready: Observe performance over 2 years.

Provide focused intervention and continuous assessment. If unresponsive to intervention, refer for formal diagnosis (see "Guidelines for Identification & Referral of Special Needs" MoE Special Education Unit). For those responsive to intervention, integrate into the Ready Pathway. For those unresponsive, refer to relevant Special Education Programme and/or seek Department of School Services (DSS) support.

Not Ready: Observe performance over 2 years. Provide focused intervention and continuous assessment. If unresponsive refer for formal diagnosis (see Guidelines). Based on diagnosis continue with focused intervention in relevant Special Education Programme and/or seek DSS support; or "handover" to community based programmes such as "Community Based Rehabilitation of Jamaica".

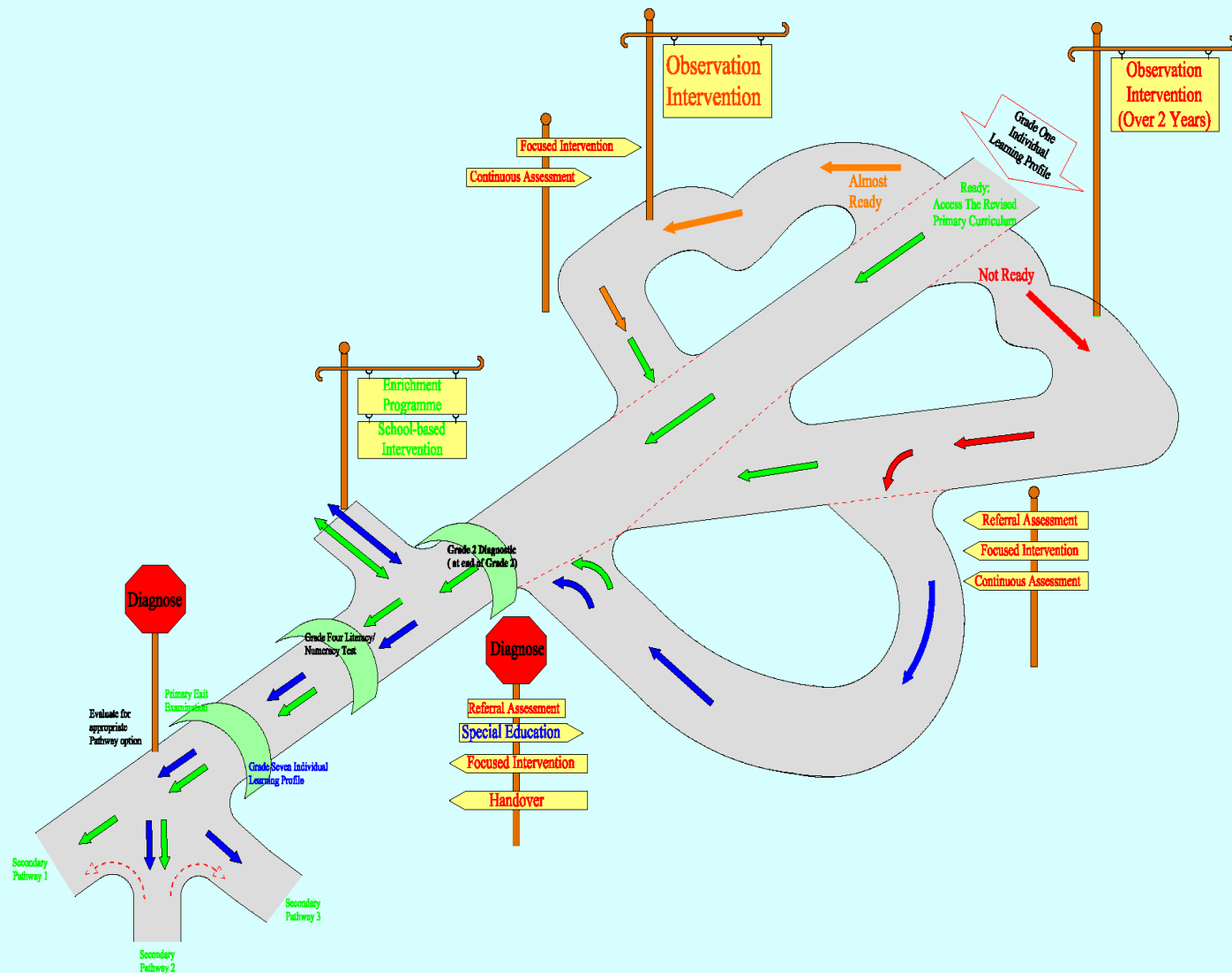
Special Education Programme: A self contained Special Class or Unit Class for those requiring intensive intervention because of mild to moderate intellectual disabilities.

Handover: Transfer of intervention or support to specialized service unit of the relevant GoJ agency (Ministry of Labour and Social Security; Ministry of Health etc.) for needs that are outside the scope and capacity of the Ministry of Education.

Enrichment Programme: Academic intervention for those functioning above or below age/grade level to enhance performance.

Secondary Pathways I, II & III: allow options for secondary education based on demonstrated competence evaluated by the PEE or GSILP.

Students may transition across secondary pathways based on performance, preference or interest.



Students Who are Ready

- Students who are **ready** receive normative access to the NSC and may not require any additional support.

Students Who are Almost Ready

- Students who are **almost ready** are provided with targeted intervention over 2 years to develop their competence in areas where support is needed.
- On-going observation and formative assessment is carried out to determine progress or the need for further investigation or more intensive treatment.

Students Who are Not Ready

- Students who are **not ready** require intensive support in order to access the NSC.
- These students are provided with intensive, individual/small group instructions for 2 years.
- Students who are unresponsive to treatment are referred for a psycho-educational assessment.

Intervention Options

A Resource Room

A pull out programme that provides instructional support for individual students or small groups of students who are performing below grade level.

Intervention Options

An Enrichment Centre

A resource room which provides enrichment for high functioning students and remediation for low functioning students in mathematics and reading in a technology and print rich environment.

Intervention Options

Self Contained Special Education Classroom/Unit

A small, controlled setting providing academic intervention for students with similar learning needs.

Intervention Options

A Classroom Learning Centre

A station located in the classroom where students can work independently or with peers using interactive materials to reinforce a concept previously learned.

Other Considerations

Accommodations

A generic term used to refer to all forms of arrangements, compensation or conditions that may be allowed for a student within the school setting. Accommodations should be used during the teaching/learning process as well as during school and national examinations.

Other Considerations

Accommodations

- Students with a diagnosed special education need or a medical condition can benefit from special arrangements or conditions when sitting national examinations such as readers, scribes, prompters, preferential seating and extended time.
- Students with severe physical and behavioural difficulties but no cognitive challenges, can be provided with shadow/caregiver support.

Other Considerations

- **Tell us –**
 - Regional Special Needs Coordinators
 - Special Education Unit

- Contact

specialedu@moey.edu.jm

(876) 967-2312