

APPLICABILITY OF SYSTEMATIC ASSESSMENT OF STUDENT WITH CEREBRAL PALSY



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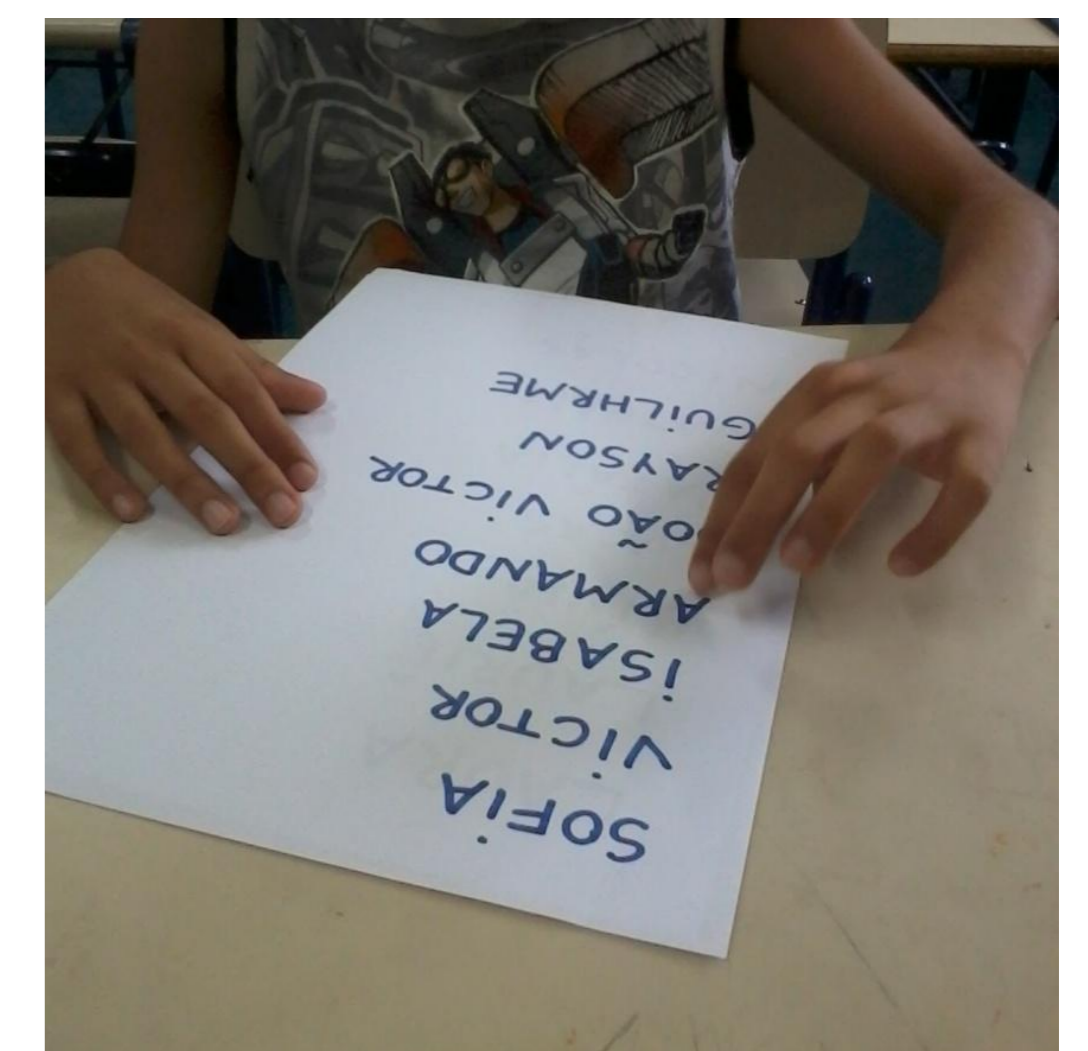
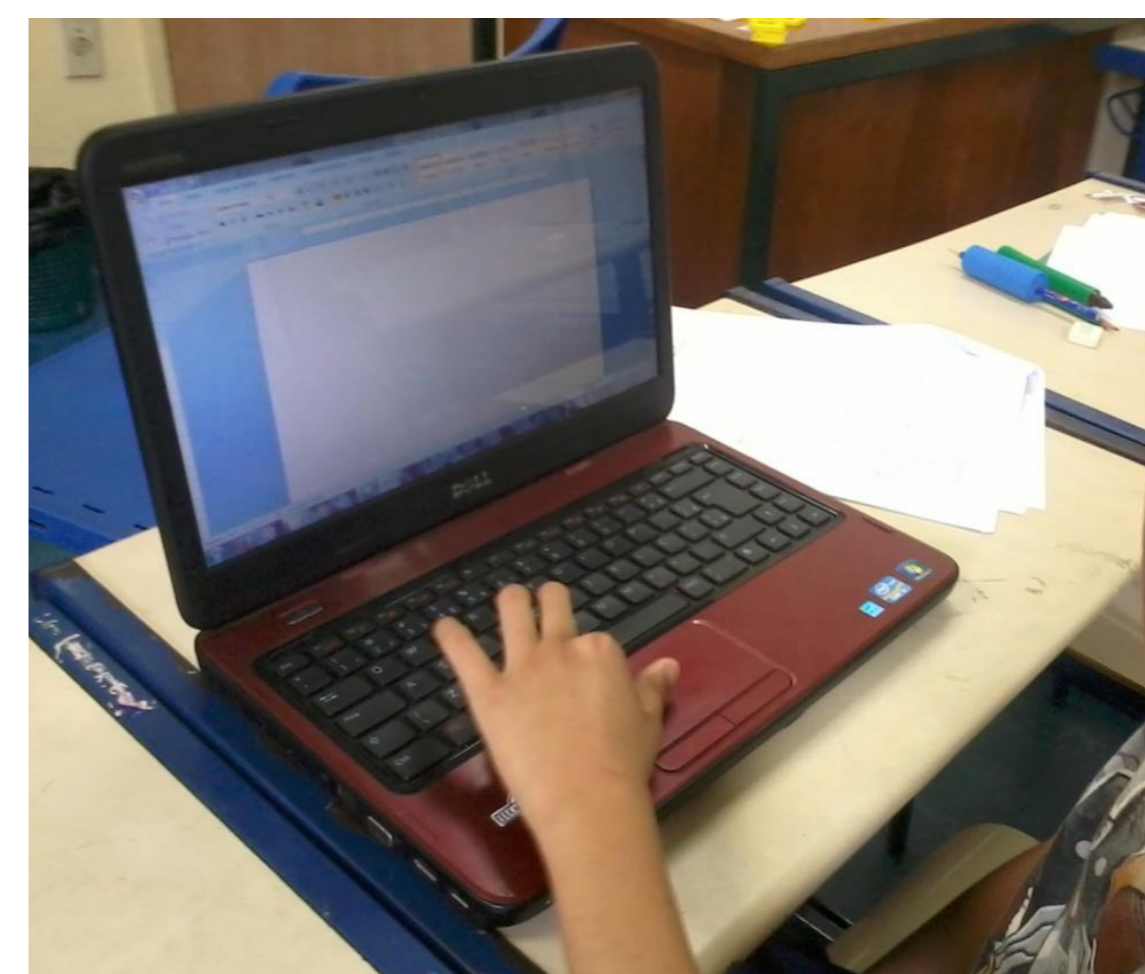
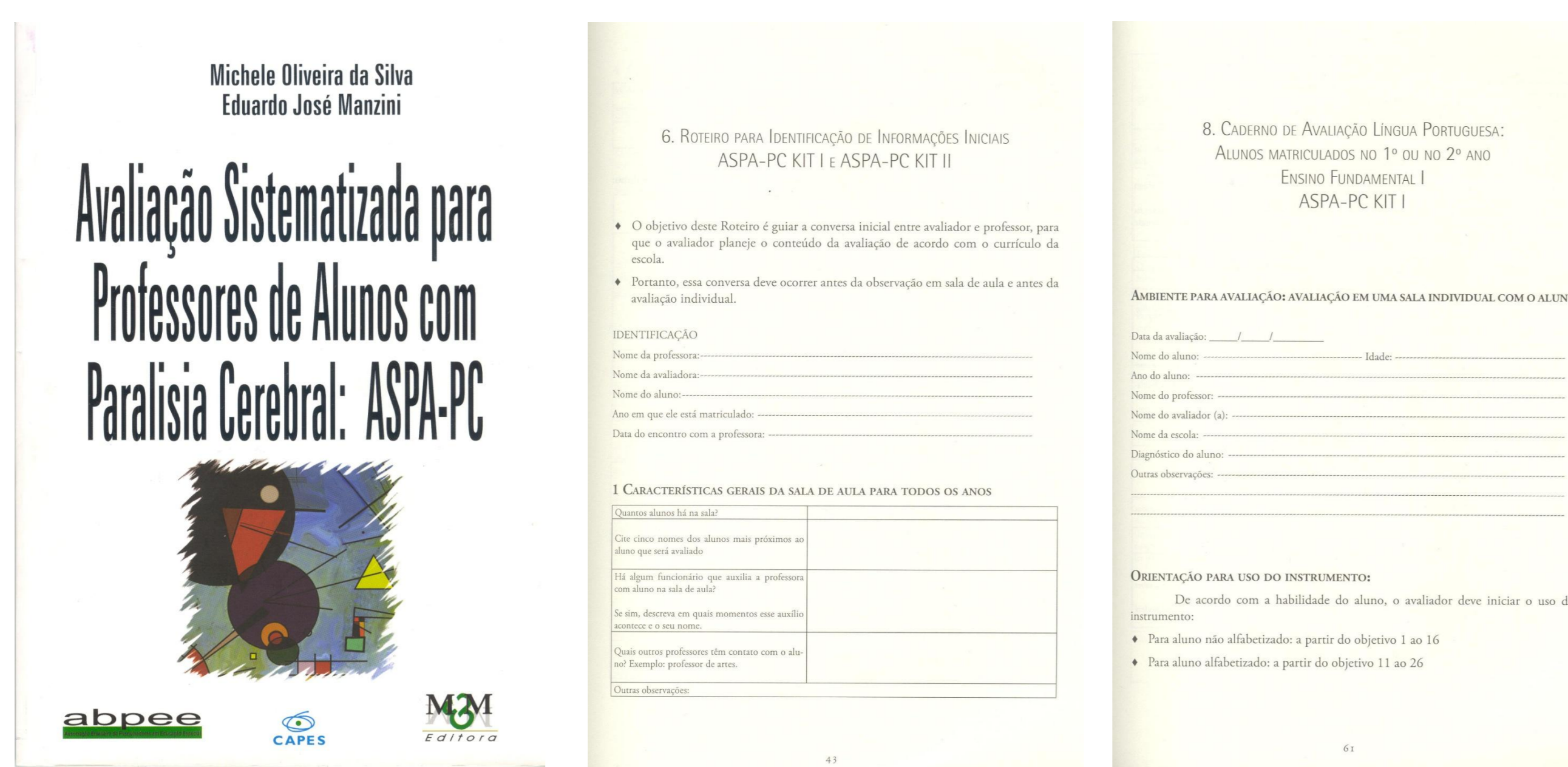


Thematic Area 1: Identification and assessment of disabilities and special educational needs.

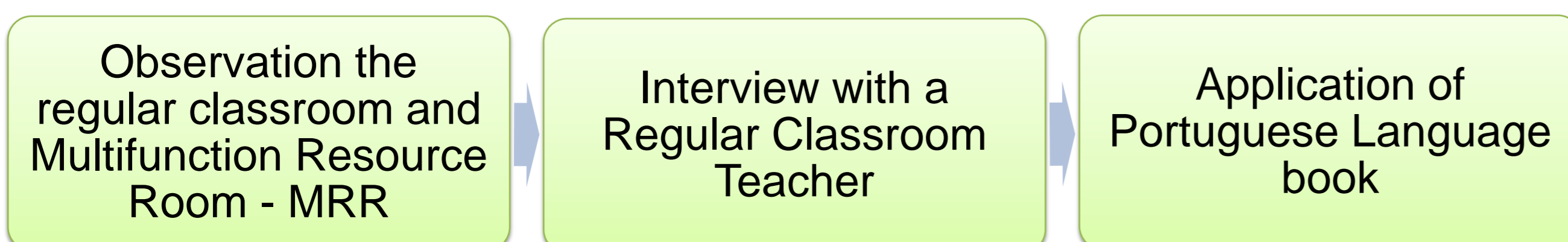
The instrument for data collecting was the Protocol “Avaliação Sistematizada para Professores de Alunos com Paralisia Cerebral” (Systematized Assessment for Student Teachers with Cerebral Palsy) – ASPA-PC” (SILVA; MANZINI, 2014).

RESULTS

The interview was characterized by find the limitations of the student, while the second stage of the evaluation also pointed out their skills and potential. The Portuguese book pointed out that the student can scribble, and the mobile alphabet and the computer are materials accessible writing the student and the student differentiates written word of other representations, recognizes labels and identifies the vowel A, which are levels reading.



The data were collected in three steps:



The results make it clear that the evaluation instrument used covers a diverse range of cognitive and physical characteristics important to define the level of support necessary for teaching and student learning, bringing subsidies for the future development of an effective teaching plan.

CONCLUSION

The research reports that the failure to carry out a systematic evaluation and ignorance of the characteristics of the student indicated in the instrument directly influence schooling, and may contribute negatively to full participation, performance and individual student progress with Cerebral Palsy.

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