

Appendix 2

<b>Executive Summary</b>	
<b>Title of the Work</b>	<b>Assessing Young People Living with Down Syndrome: An Holistic Approach</b>
<b>Author</b>	C. Duffy
	<b>Date of Completion (mm/yyyy)</b>  May, 2010
<b>Institutional Contextual Details E.g. Phase (Optional)</b>	
<b>Major Needs Identified</b>	<ul style="list-style-type: none"> <li>*Improve results</li> <li>*Increase learning</li> <li>*Improve Practice</li> <li>*Impart knowledge</li> </ul>
<b>Methods used to collect data.</b>	<ul style="list-style-type: none"> <li>*Background reading</li> <li>*Institutional Assessment tools</li> <li>*Observation</li> <li>*Peer and parent conversations</li> </ul>
<b>Summary of Major Findings (Or recommendations to others)</b>	<ul style="list-style-type: none"> <li>*Pupils with D.S. (Down syndrome) do not plateau with their learning.</li> <li>*Multi-sensory, individualized teaching is of high importance.</li> <li>*Challenging behaviour triggers must be investigated in order to understand the behaviour and intervene correctly.</li> <li>*</li> </ul>
<b>Impact of the Project (And evidence source)</b> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Practice</li> <li>• Pupil/Student learning Experience</li> <li>• Pupil/Student Learning Outcomes</li> </ul> (What happened as result?)	<ul style="list-style-type: none"> <li>*Greater knowledge of the subject, coupled with self-assessment.</li> <li>*Questioning of own methods and reasoning.</li> <li>*Shared knowledge of appropriate curriculum materials and teaching methods.</li> <li> </li> <li>*Pupils are receiving individualized teaching when possible and materials have been developed specifically for these pupils.</li> <li> </li> <li>*Pupils are settled into a routine and environment where they want to learn and all are progressing.</li> </ul>
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<b>Other Information</b>	