



# METHODOLOGY AND GUIDELINES FOR THE DETECTION OF STUDENT CAPABILITIES FOR EDUCATIONAL INCLUSION

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# INDEX

## INTRODUCTION 5

## COGNITIVE AREA 10

Attention \_\_\_\_\_ 13

Perception \_\_\_\_\_ 14

Memory \_\_\_\_\_ 15

Visual memory \_\_\_\_\_ 16

Auditory Memory \_\_\_\_\_ 17

Spatial Orientation \_\_\_\_\_ 18

## ÁREA OF COMMUNICATION AND LANGUAGE 19

Active listening \_\_\_\_\_ 20

Understanding instructions \_\_\_\_\_ 21

Speech \_\_\_\_\_ 22

Expressive language \_\_\_\_\_ 23

Comprehensive language \_\_\_\_\_ 24

Reading skills \_\_\_\_\_ 25

Reading speed \_\_\_\_\_ 26

Reading comprehension \_\_\_\_\_ 27

Writing \_\_\_\_\_ 28

Mathematical knowledge \_\_\_\_\_ 29

## SENSORY AREA 30

Sight \_\_\_\_\_ 31

Hearing \_\_\_\_\_ 32

Thermal Environment \_\_\_\_\_ 33

Sound environment \_\_\_\_\_ 34

Lighting conditions \_\_\_\_\_ 35

Atmospheric hygiene \_\_\_\_\_ 36

## AREA OF MOTOR SKILLS 37

Displacements/Mobility \_\_\_\_\_ 39

Gross motor skills: lower limbs \_\_\_\_\_ 40

Gross motor skills: upper limbs \_\_\_\_\_ 41

Gross motor skills: other body parts \_\_\_\_\_ 42

Fine motor skills \_\_\_\_\_ 43

Manipulative coordination \_\_\_\_\_ 44

## AFFECTIVE-SOCIAL AREA 45

Assertiveness \_\_\_\_\_ 46

Relations with the environment \_\_\_\_\_ 47

Self-control \_\_\_\_\_ 48

Adaptability \_\_\_\_\_ 49

Apathy and sadness \_\_\_\_\_ 50

Isolation \_\_\_\_\_ 51

Empathy \_\_\_\_\_ 52

Irritability and mood swings \_\_\_\_\_ 53

## AREA OF WELLBEING AND HEALTH 54

Physical health \_\_\_\_\_ 55

Mental health \_\_\_\_\_ 56

Stamina \_\_\_\_\_ 57

Tiredness \_\_\_\_\_ 58

## **AREA OF PERSONAL INDEPENDENCE** 59

Technical aid	60
Decision-making	61
Pace of work	62
Learning tasks	63
Problem-solving	64
Organization	65
Interest	66

## **METHODOLOGY** 67

## **GUIDANCE** 74

## **CONCLUSIONS** 79

## **ANNEX** 82

Attention	83
Perception	84
Visual memory	85
Auditory Memory	86
Spatial Orientation	87
Expressive language and speech	88
Comprehensive language and Understanding instructions	89
Reading speed	90
Reading skills and Reading comprehension	91
Writing	92
Mathematical knowledge	93
Sight	94
Hearing	95
Thermal Environment	96

Sound environment	97
Lighting conditions	98
Atmospheric hygiene	99
Displacements/Mobility	100
Gross motor skills: lower limbs	101
Gross motor skills: upper limbs	102
Gross motor skills: other body parts	103
Fine motor skills and Manipulative coordination	104
Assertiveness	105
Relations with the environment Apathy, sadness and Isolation	106
Adaptation capability and self-control	107
Empathy	108
Irritability and mood swings	109
Physical health	110
Mental health	111
Stamina and Tiredness	112
Technical aid	113
Decision-making	114
Pace of work	115
Learning tasks and Problem-solving	116
Organization	117
Interest	118

## **References** 120

## **Partners** 121

*These guidelines are the outcome of the work of different professionals within EURODDIP-e, a project co-financed by the European Erasmus+ program. Their purpose is to contribute to the educational inclusion of children with disabilities, empowering education professionals who work with students who have intellectual disability and physical (upper limbs) disabilities, to detect the capabilities of students, to evaluate them, and to personalize educational devices using Information and Communications Technology (ICT).*

The objectives of the EURODDIP-e project are:

- To diagnose and to evaluate the needs that both professionals and students demand in accordance with their characteristics.
- To develop a methodology to assess the capabilities of students with disabilities for the personalization of educational devices.
- To propose contextualized and personalized lines of action for the students that are involved.
- To promote the exchange of experiences between different centers and institutions.
- To develop relevant and high-quality skills and competencies, supporting education professionals, to acquire and to develop new key skills and competencies for adaptation to educational devices.
- To strengthen the profiles of the teaching professions, to constantly innovate and to adapt to the needs of the students.
- To promote the updated training of professionals working in the field of inclusive schooling and especially with children with disabilities.
- To strengthen both the skills and the capabilities of professionals at adapting educational devices to individual characteristics, with easy methodologies and tools.
- To promote "quality teachers" equipping them with the capability to integrate knowledge, to manage complexity, and to adapt to the needs of individual students.
- To provide education professionals with the knowledge, tools, and devices necessary to assess the individual needs of students with difficulties in the upper limbs and to customize ICT resources (interface, software, buttons, etc.).
- To increase quality in educational environments, to promote equal access and opportunities for all students, regardless of their capabilities.

Through this report, we wish to address the possibility of detecting student capabilities, while paying attention to the educational competencies that are required for the completion of academic-functional tasks.

To do so, a methodology and guidelines have been devised to detect the capabilities of students for inclusion within the school environment, based on the protocols and guides completed for occupational insertion.

It may be of great interest to have or to propose a link between schooling age and work age, with the joint purpose of supporting people with different capabilities.

At educational centers, individualized information is collected on the student, sometimes paying attention to aspects of disability, in other words, beginning with what they are unable to do. A set of different professionals perform the tests that, although effective, present a certain disjointed nature, as they are independent of each other, which does not allow for fluid communication or evaluative coherence between the different professionals who process the information on the student with special needs. It is necessary to design a methodology for the students, which will adapt properly to the demands of the task/activity/learning situation, enhancing personal autonomy, teamwork and the application of common criteria.

It is a verifiable fact that, at the end of the studies, people with disabilities have to re-perform capability detection processes for job placement.



It is necessary to combine methodologies, criteria, protocols, and record sheets, to facilitate data collection, observation, and subsequent analysis. The new methodology will provide the foundation for all the necessary sequences to develop an individualized process.

We propose a flexible and open method with which all the individual characteristics and particularities of the people concerned may be taken into account, and the changes that occur in different learning situations, due to the demands of each activity and personal development.

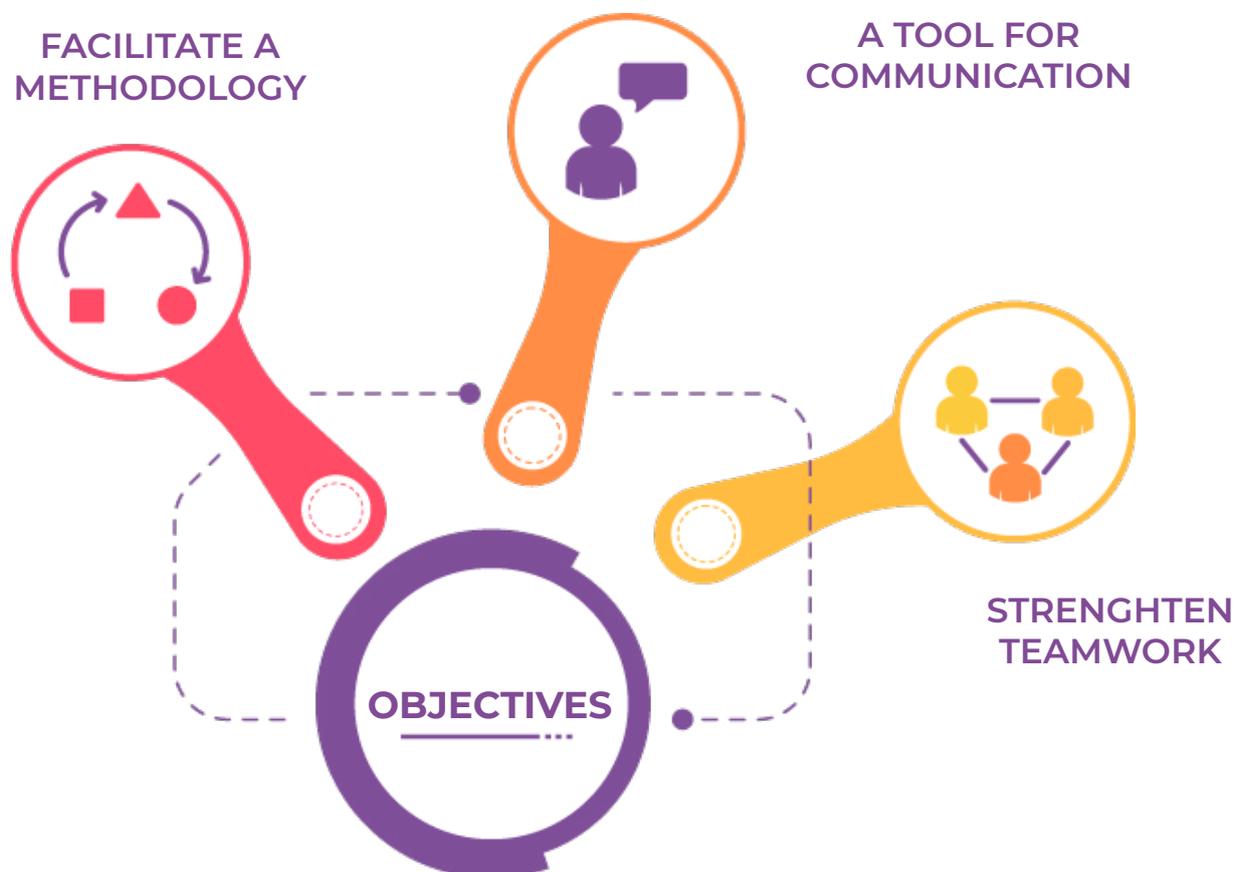
The **objectives** of this document are:

- To facilitate a methodology to detect the capabilities of each person in the teaching-learning process in which that person is found.
- To enable a common language, facilitating a unified method of action and a communication element that is easy to use.
- To strengthen teamwork, because everybody with an interest should be able to enter and to extract information.

The method provides **two types of profiles** that respectively evaluate:

**The personal profile:** The capabilities of each student.

**The activity profile:** The demands of the task/activity/learning situation.



In relation to the proposed objectives, we must specify:

- Objective and operational criteria, for the **evaluation of the capabilities** of students with motor difficulties for academic learning, for which it is necessary to have developed the factors/variables of the student/person, categorizing according to levels that must be clearly differentiated and graduated.
- Objective and operational criteria for the **analysis of the requirements of the tasks/activity/learning situation** at the educational centers, for which it is necessary to have specified and explained the characteristics of the task to be performed by the student, categorized according to levels and grades.
- Instruments (protocols) that guide the collection and the registration of information within the different phases of the process of support for educational inclusion (selection, incorporation and monitoring).
- Some basic suitability tests, which are found in the annex, that facilitate the evaluation of students with different capabilities.



The protocols that have been developed are a set of instruments that permit the evaluation and, therefore, the detection of the capabilities of the students, as well as the factors required for undertaking a task.

A distinction must be made between student factors, that is, the person's capabilities and the requirements of the task/activity/learning situation.

Both the factors and the variables that will be evaluated for capability detection are grouped into **7 areas**, as follows:

- A. Cognitive
- B. Communication and language
- C. Sensory
- D. Motor
- E. Affective - social
- F. Health and well-being
- G. Personal autonomy

The variables and their criteria, included in each area will be described. Each variable has **three elements**:

- Title of the variable.
- Definition of the variable.
- Scale divided into 5 possibilities.

Once each variable has been described, differentiated and graduated, levels from 1 to 5 are established within the different areas, weighted from the low to high capabilities.

1. Very low capability
2. Low capability
3. Medium capability
4. High capability
5. Very-high capability

The background features a large, solid purple shape that dominates the right and bottom portions of the frame. On the left side, there are two curved, overlapping shapes: a yellow one at the top and a red one at the bottom. The text 'COGNITIVE AREA' is centered within the purple area.

**COGNITIVE AREA**

## A.- COGNITIVE AREA

A distinction is drawn between two levels: Global and Specific

### GLOBAL COGNITIVE LEVEL (DSM 5 APA)

The essential features of intellectual disability (intellectual developmental disorder) are deficits in general mental skills (Criterion A) and impairment in everyday adaptive functioning, in comparison with peer-group age and gender, and the socio-culturally matched peers of an individual (Criterion B). Onset is during the developmental period (Criterion C). The diagnosis of intellectual disability is based on both clinical assessment and standardized testing of intellectual and adaptive functions. The various levels of severity are defined on the basis of adaptive functioning, not on Intellectual Quotient (IQ) scores, because it is adaptive functioning that determines the level of supports required. Moreover, IQ measures are less valid at the lower end of the IQ range.

### SEVERITY LEVEL MILD

#### Conceptual domain:

For preschool children: There may be no obvious conceptual differences. For children and adults attending school, there are difficulties in learning academic skills that involve reading, writing, arithmetic, time, and money; with support needed in one or more areas to meet age-related expectations, etc.

#### Social Domain:

The individuals are immature in social interactions. For example, they may have difficulty in perceiving social cues from peers. Communication, conversation, and language are more basic or immature than expected for age. There may be difficulties with regulating emotion and behavior in an appropriate way for their age; these difficulties are noticed by their peers in social situations, etc.

#### Practical domain:

The individuals may according to their age function appropriately in personal care. Individuals need some support with complex daily living tasks in comparison with their peers. In adulthood, competitive employment is often seen in jobs that do not emphasize conceptual skills. Support is typically needed to raise a family.



## SEVERITY LEVEL MODERATE

---

### Conceptual domain:

Throughout all their development, their conceptual skills lag markedly behind those of their peers. For adults, academic skill development is typically at an elementary level and support is required for the use of all academic skills in work and personal life.

### Social domain:

The individuals show marked differences with regard to their peers in social and communicative behavior throughout their development. A capability for social relations is evident. Social judgment and decision-making skills are limited and carers must assist the person with life decisions. Significant social and communicative support is needed in work settings for success

### Practical domain:

The students can care for their personal needs over an extended period of teaching and time is needed for the individual to become independent in these areas and reminders may be needed. Independent employment in jobs that require limited conceptual and communicative skills may be achieved but considerable support is needed. Maladaptive behavior is present in a significant minority and causes social problems.

## SEVERITY LEVEL SEVERE

---

### Conceptual domain:

The individuals generally have little understanding of either written language or of concepts involving numbers, quantity, time, and money. Extensive support for problem solving throughout life is needed.

### Social domain:

Spoken language is quite limited in terms of vocabulary and grammar. Speech and language are focused on the here and now. Relationships with family members and other relations are a source of pleasure and help.

### Practical domain:

Requires support for all activities of daily living, Requires supervision at all times. Skill acquisition in all domains involves long-term teaching and ongoing support. Maladaptive behavior, including self-injury, is present in a significant minority.

## SEVERITY LEVEL PROFOUND

---

### Conceptual domain:

Conceptual skills generally involve the physical world rather than symbolic processes. Concurrent motor and sensory impairments may prevent the functional use of objects.

### Social domain:

Limited understanding of symbolic communication in speech or gesture. Students express their own desires and emotions largely through non-verbal, non-symbolic communication. Concurrent sensory and physical impairments may prevent many social activities.

### Practical domain:

Dependent on others for all aspects of daily physical care, health and safety. Simple actions with objects may be the basis of participation in some vocational activities with high levels of ongoing support. Concurrent physical and sensory impairments are frequent barriers to participation. Maladaptive behavior is present in a significant minority

## SPECIFIC COGNITIVE LEVEL OF INFORMATION PROCESSING: ATTENTION, PERCEPTION AND MEMÓRY.

### ATTENTION/ SUSTAINED ATTENTION

---

*The capability of students to select stimuli and to maintain a relation with information and to keep up an interest in an activity in a constant, voluntary and effective way, which is to say, the concentration of the mind on something. It is the capability of the students to maintain the level of attention that the task requires.*

1. They process the information, although their attention is very sporadic, and they are unable to remain focused on their work over short time spans.
2. They process the information, their attention is sporadic, although they manage to maintain their attention over a short time span.
3. They process the information and in general remain attentive, although on occasions they lose their attention, and it is necessary to focus them on their task.
4. They process the information, with a good level of attention, and from time to time they lose attention, although they can easily concentrate again, without requiring the intervention of the teacher and without it affecting their tasks.
5. They process the information and have a long attention span, and they remain for long periods of time throughout the day focused on their task. It is very rare for them to lose their attention.

## PERCEPTION/ PERCEPTIVE DISCRIMINATION/ DIFFERENCES AND SIMILARITIES

---

*Through their senses, the individuals organize their sensations and become aware of reality. Individuals have the capability to discriminate stimuli by color, shape, and size.*

1. They perceive no similarity or difference whatsoever in their habitual working material, nor do they discriminate between objects by color, size, or shape.
2. They appreciate similarities and differences between objects, materials, and tools, when those are clear. They group elements by color. They require support and time to take them into account.
3. They are capable of appreciating similarities and differences between objects and materials, when these are not very diffuse. They discriminate between objects by color, shape, and size. They initially need help and time to perceive them.
4. They perceive differences in pieces, works, and even in very similar images. In addition, they group all objects by color, size, and shape. They do so without help and within a very reasonable time.
5. They are capable of appreciating similarities and differences and they discriminate between color, size and shape, without any problem, and within a short space of time, even though the difference is slight.

## MEMORY

---

*The capability of students to retain, to store, and to recall information.*

1. They present notable memory loss, which causes serious difficulties for the development of their activities.
2. They present memory loss, which causes difficulties for the development of their activities.
3. They present some memory loss, which on some occasions makes it difficult for them to develop their activities normally.
4. They usually present no memory loss and, if they do present some loss, in no case does it hinder the normal development of their activities.
5. They maintain a good memory.

## VISUAL MEMORY

---

*The capability of students to recall previously observed visual stimuli. It is the capability to retain visual information over a limited time.*

1. They obtain very low scores in the standardized test. They are capable of memorizing 2 or 3 objects within their field of vision. On occasions, they recall a very limited number of objects.
2. They obtain low scores in the standardized test. They are capable of memorizing three objects from among various objects. They recall certain objects, very common instruments, though they require a lot of time to do so.
3. They obtain average scores in the standardized test. They visually retain a set of four objects from among several objects. They recall the instruments that fit in with their surroundings, even if they need some time to do so.
4. They obtain high scores in the standardized test. They retain most of what appears within their field of vision, even when the instruments, objects, etc., are placed against a diffuse background. They are able to recall 5/6 objects, requiring an acceptable time to do so.
5. They obtain very high scores in the standardized test and have very rapid visual speed. Within short periods of time, they retain everything that is presented within their visual field. They are capable of recalling 6/8 objects.

## AUDITORY MEMORY

---

*The capability of students to recall auditory stimuli they have previously heard.*

1. They obtain very low scores in the standardized test. They are only capable of auditory memorization of 2 or 3 sounds. On occasions, they recall a very limited number of sounds and phonemes.
2. They obtain low scores in the standardized test. They are capable of memorizing three from among several sounds. They recall certain very common sounds, taking a long time to do so, and they have difficulties with some phonemes.
3. They obtain average scores in the standardized test. They can auditorially retain a set of four from among several sounds. They recall the sounds of the surroundings, although they need a long time to do so. They have minimum difficulties with phonemes.
4. They obtain high scores in the standardized test and retains most of what is heard. They are able to recall 5/6 sounds, requiring an acceptable time to do so. They have no problems with phonemes.
5. They obtain very high scores in the standardized test. Their auditory capability is very quick. In short periods of time, they can retain all the sounds that are presented to them. They are capable of recalling 6/8 sounds.

## SPATIAL ORIENTATION

---

*The capability of students to situate themselves in space in relation to objects. Spatial orientation is the capability of individuals to take themselves as a point of reference and to situate themselves and place objects in the surrounding space.*

1. They have not mastered basic spatial concepts. They have serious problems orienting themselves within space. They have not acquired most spatial notions: up/down, front/back and have serious spatial disorientation. They have difficulty comprehending the basic spatial concepts.
2. They orient themselves in space with quite a lot of difficulty. They take time to place objects where they are requested to place them. They know some concepts: inside and outside, above and below.
3. They master spatial concepts perfectly in relation to themselves, but not so well in relation to an interlocutor seated in front of them. They have acquired the basic spatial notions. They orient themselves well in space, but take some time to integrate their movements. They distinguish their left from their right-hand side.
4. Their orientation in space is automatic. They comprehend all spatial notions and their movements in the spatial environment is adequate. They know their left and their right in relation to themselves, objects, and other people.
5. They are perfectly oriented in relation to space. The integration of all their movements is perfect. They master space spontaneously.

The background features a large, flowing purple shape that dominates the center and right. To the top left, there is a yellow shape, and at the bottom left, a red shape. The overall composition is abstract and modern.

# **AREA OF COMMUNICATION AND LANGUAGE**

## B.- AREA OF COMMUNICATION AND LANGUAGE

A distinction is drawn between: Speech, Language, and Academic Functions.

### ACTIVE LISTENING

*The capability of students to listen to their interlocutors, actively participating in the conversation, and openly demonstrating that they are listening. The characteristic behaviors of active listening are: paying preferential attention to the interlocutor during the conversation; properly maintaining eye contact; nodding frequently and without interrupting at any time; and, asking questions and making comments at all times directly related to the content of the conversation.*

1. They show disruptive behaviors throughout the entire duration of the conversation, such as interrupting, changing the subject, not always agreeing, looking away, etc.
2. They show various disruptive behaviors during most of the conversation.
3. They can show some disruptive behavior throughout the whole conversation or, several of them during certain phases of the conversation.
4. They actively listen throughout most of the conversation, although they show, some disruptive behavior on occasions.
5. They listen actively throughout the conversation.



## COMPREHENSION OF INSTRUCTIONS

---

*The capability of students to understand and to complete simple orders..*

1. They do not comprehend the specific test instructions that they are given.
2. They comprehend and complete one or two instructions of the specific test: with simple sentences (/)/compound sentences (/).
3. They comprehend and execute three or four instructions of the specific test: with simple sentences (/)/compound sentences (/).
4. They comprehend all the instructions of the specific test, but request clarification or repetition of the instructions on more than two occasions and/or they delay when completing them: with simple sentences (/)/compound sentences (/).
5. They comprehend all orders of the specific test requesting clarification or repetition of the instructions on a maximum of two occasions and they complete the instructions without delay: with simple sentences (/)/compound sentences (/).

## SPEECH

---

*Speech refers to audible expression of language.*

1. They are incapable of producing understandable language. Total incapability to produce sounds and/or to articulate words.
2. Their articulation of language presents notable difficulties. In most cases, they need to repeat the message, at least in part, in order to comprehend it. Their articulation of words is deficient. There are problems trying to comprehend them
3. They present pronunciation difficulties that make comprehension of the message slightly difficult. Sometimes it is necessary to ask them to repeat it again. They are capable of articulating words. They can be understood, even if their pronunciation is faulty.
4. They present pronunciation difficulties that have no effect whatsoever on the comprehension of the message. Speech is understood effortlessly. There may be slight difficulties with pronunciation or articulation.
5. They present no type of speech difficulties. They articulate and clearly pronounce words.

## LANGUAGE

Language is the set of arbitrary symbols and rules that are combined, in order to represent ideas on the world and its things for communicative purposes. A distinction is drawn between expression and comprehension of language.

### EXPRESSIVE LANGUAGE

---

*The capability of students to express instructions, opinions, questions, doubts properly... either through oral language and/or gestures.*

1. They have a limited expressive repertoire: yes, no, common words and/or gestures, such as name, home, bread, water...
2. They have serious difficulties making themselves understood.
3. They have a basic expressive repertoire: simple phrases or they make themselves understood through gestures.
4. They have a certain expressive repertoire. They are capable of conducting a simple conversation. They follow the thread of a conversation smoothly, although it must be directed.
5. They inform properly through oral reporting, and/or through a language of signs and gestures. They have a very good expressive level.

## COMPREHENSIVE LANGUAGE

---

*The capability of students to properly comprehend instructions correctly, opinions, doubts... either through oral language and/or gestures.*

1. They have great difficulty grasping instructions, however simple they may be.
2. They comprehend very simple words and phrases: verb + noun.
3. They comprehend orders with two parts linked together.
4. They comprehend complex orders: 2 or 3 verbs of action that are not linked together.
5. They comprehend very complex information. They spontaneously interchange between roles.

## READING SKILLS

---

1. They cannot read.
2. They read syllable by syllable (capability to recognize letters).
3. They read, but without understanding the content: signs, words....
4. They read and understand the content at a general level.
5. The read comprehensively and independently.

## READING SPEED

---

*The capability of students to read a text fluently.*

1. They are incapable of reading or do so in an incomprehensible way to the evaluator.
2. They correctly read fewer than 100 words or do so syllable by syllable or by joining words in the specific test.
3. They correctly read between 101 and 120 words in the specific test.
4. They correctly read between 121 and 150 words in the specific test.
5. They correctly read over 150 words in the specific test.

## READING COMPREHENSION

---

*The capability of students to read a text and to understand its meaning.*

1. They correctly answer fewer than two specific test items.
2. They correctly answer two or three specific test items.
3. They correctly answer between four and six specific test items.
4. They correctly answer seven or eight specific test items.
5. They correctly answer more than eight specific test items.

## WRITING

---

*The capability of students to express themselves through writing.*

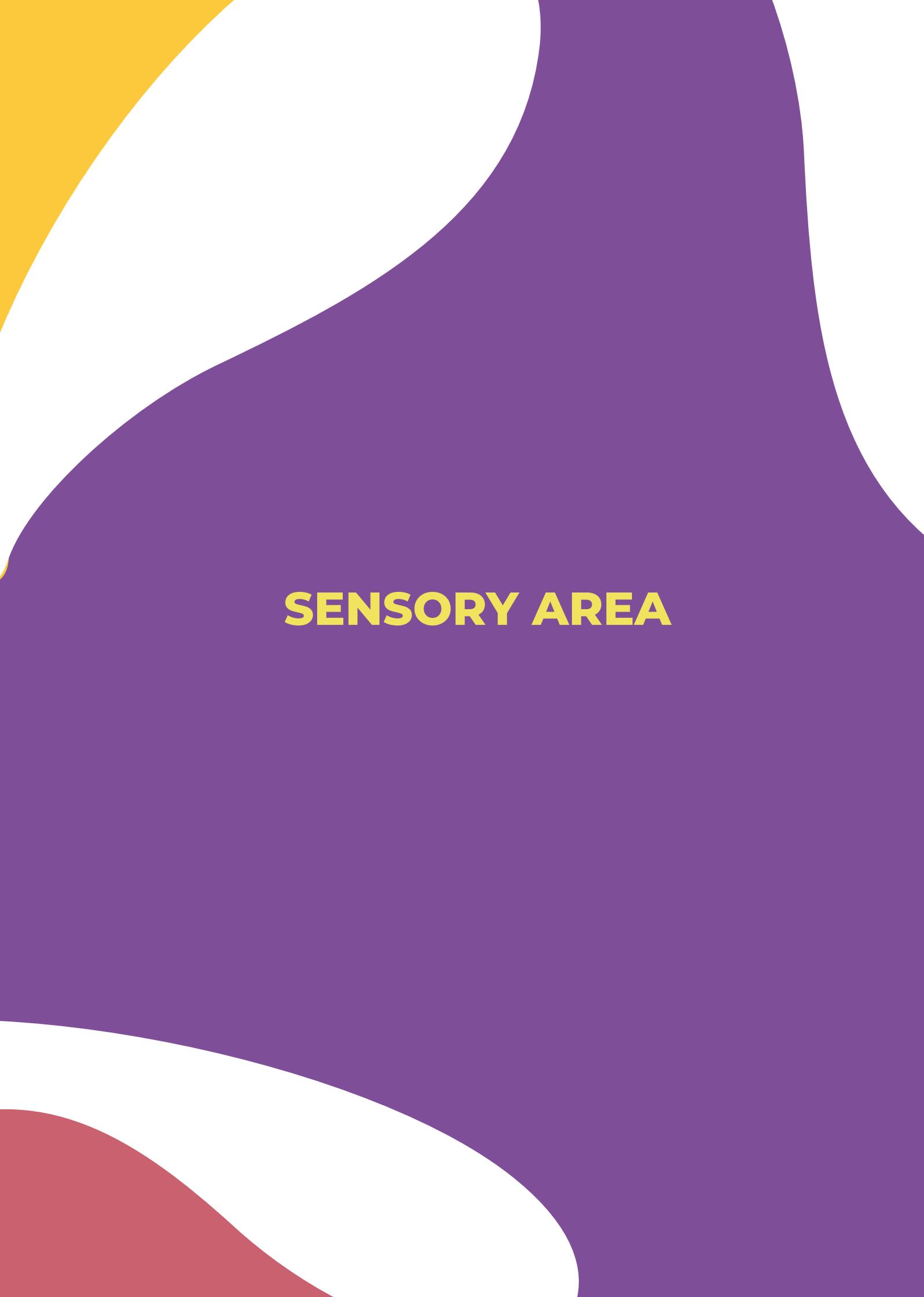
1. They cannot write and can only scribble.
2. They are capable of copying written words with an example and write a few words, for example, their own name.
3. They are capable of writing sentences that are hardly intelligible and with numerous spelling and grammar mistakes. They write if the words are dictated to them.
4. They write meaningful sentences, in a functional way, although with grammatical and/or spelling errors.
5. They construct sentences that are semantically correct and they respect the basic grammar rules. Their handwriting and spelling are correct.

## MATHEMATICAL KNOWLEDGE

---

*The capability of students to understand and to apply mathematical knowledge. The capability of a student to understand and to apply concepts of quantity, number, measurement and basic arithmetic operations for their activity and their daily life.*

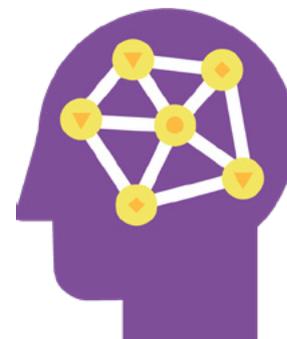
1. They are unaware of the most basic mathematical notions. They have no kind of numerical knowledge.
2. They understand basic numerical concepts: plus / minus, little/a lot.
3. They understand and know how to apply the most basic mathematical notions and addition and subtraction with different levels of difficulty. They understand basic numerical concepts at an abstract level. They have a concept of numbers based on elements (For example: counting up to 15 objects).
4. They perform simple mathematical operations: addition/subtraction with numbers carried over. They use the meter in concrete actions.
5. They are capable of performing complex mathematical operations: multiplication/division and they are capable of performing operations applied to the solution of a problem.

The background features a large, solid purple shape that dominates the right and bottom portions of the frame. On the left side, there are two curved, overlapping shapes: a yellow one at the top and a red one at the bottom. The text 'SENSORY AREA' is centered horizontally within the purple area.

**SENSORY AREA**

## C.- SENSORY AREA

The factors related to sight, hearing and/or touch are highlighted.



### SIGHT

1. They are completely blind.
2. They have severely diminished sight in at least one eye. They have severely diminished sight or major restrictions of the field of vision, long-sighted (hypermetropia) and/or near-sighted (myopia).
3. They have visual limitations for sharp perception of small details, objects and/or long-sightedness or nearsightedness in their visual field. They have visual impairments that cannot be completely corrected with lenses, but their personal autonomy is not limited.
4. They suffer from visual impairments that can be corrected with lenses. They have limitations of their visual field, long-sightedness or near-sightedness that can be corrected by means of lenses.
5. They have no visual impairment. They require no lenses. They have visual limitations for academic activities.

## HEARING

---

1. They suffer from total deafness. They should not be exposed to noisy environments.
2. Severely diminished hearing despite the use of hearing devices. Very poor hearing even with a hearing aid. They should not be exposed to noisy environments.
3. They have limited hearing. They require hearing aids and hear only the loud voices. They can wear a hearing aid. They should not be exposed to noisy environments.
4. They have limited hearing in the presence of sound stimuli of medium or low volume or in acoustically contaminated environments. Limitations on hearing corrected by hearing aids. In low-noise environments they can hold a conversation with a degree of ease. They should not be exposed to noisy environments.
5. They suffer from no auditive impairment and their hearing is not limited.

## THERMAL ENVIRONMENT

---

*The physical tolerance that the students present in the presence of different factors that define thermal comfort (temperature, effort expended, etc.).*

1. They have total intolerance to temperature changes, as well as higher sensitivity to extreme temperatures.
2. They have a minimum tolerance to temperature change or at very high or very low temperatures.
3. They tolerate temperature changes, in a moderate way, as well as unpleasant thermal comfort situations.
4. They present a degree of diminished tolerance to the different factors that constitute the thermal environment.
5. They tolerate the different factors that shape the thermal environment.

## SOUND ENVIRONMENT

---

*The physical tolerance presented by the students to aspects related to noise, either in intensity or in frequency.*

1. They present total intolerance at high noise levels, even though these may be rare.
2. They present a minimum tolerance to a high sound level or constant sounds.
3. They tolerate, in a moderate way, an environment with high sound levels.
4. They present almost total tolerance to uncomfortable sounds generated at the center.
5. They present no limitations on exposure to noise.

## LIGHTING CONDITIONS

---

*The physical tolerance that students present to lighting conditions, both at their work station and the workplace in general.*

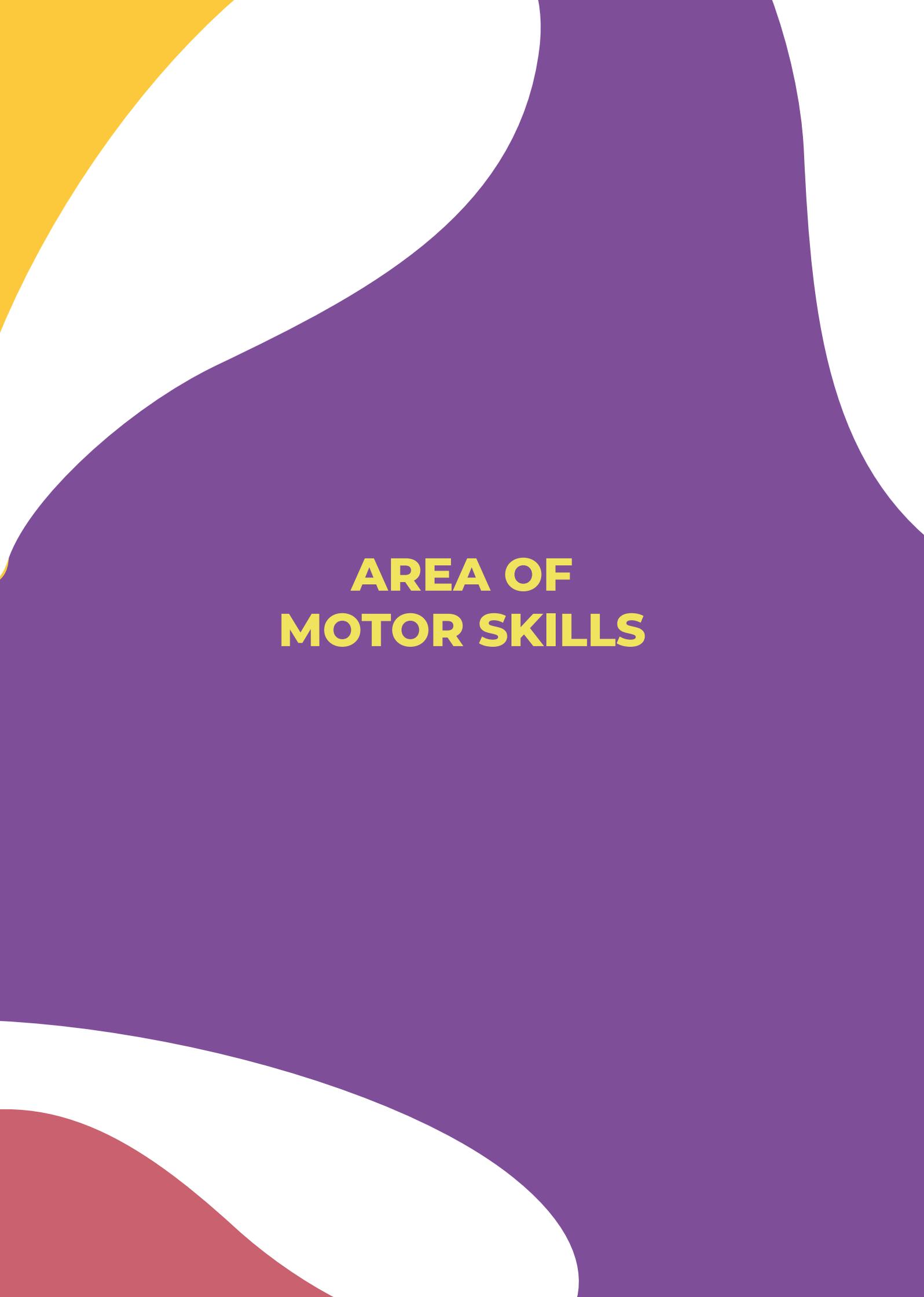
1. They present a visual impairment that implies total intolerance to either deficient or to excessive conditions of illumination.
2. They present a very low tolerance to uncomfortable conditions of illumination.
3. They present moderate toleration of uncomfortable conditions of illumination.
4. They experience a degree of diminishment of their tolerance in situations of uncomfortable illumination.
5. They can tolerate the different factors that constitute the illuminated environment.

## ATMOSPHERIC HYGIENE

---

*The physical tolerance that students present towards aspects related to atmospheric hygiene, vibrations, etc.*

1. They present total intolerance towards factors of atmospheric hygiene.
2. They present minimum tolerance towards the different hygienic factors.
3. They present moderate toleration of different factors of atmospheric hygiene.
4. They present a certain decrease in tolerance towards the different factors that constitute atmospheric hygiene.
5. They tolerate the different factors that constitute atmospheric hygiene.

The background features a large, flowing purple shape that dominates the right and bottom portions of the frame. On the left side, there are curved, overlapping shapes in yellow and red. The overall composition is modern and graphic.

# **AREA OF MOTOR SKILLS**

## D.- AREA OF MOTOR SKILLS

In terms of **functionality**, a distinction is drawn between:



### SERIOUS

Affectation of the four limbs. Movement in a wheelchair and no functional use of the hands, unable to grip firmly.

### MODERATE

Affectation of two or more limbs. Incapable of walking independently or walking with great difficulties and aided by external support. Objects are grasped roughly, with an inability to grip finely, although they can perform fine handling activities with the support of technical aids.

### LIGHTWEIGHT

Possibility of walking independently and fine grip of objects with at least one hand.

## DISPLACEMENT/MOBILITY

---

*defined by the degree of activity of the students within the community and at the center.*

1. They are accompanied by other people for any type of displacement.
2. They travel to nearby places and using the ordinary mode of transport, at all times with supervision from others. They are accompanied by other people for any other type of displacement.
3. They travel to nearby places using the ordinary mode of transport that is regularly used, and they are accompanied on non-routine trips. They are familiar with the shared areas within the school and travel back and forth from home to school independently.
4. They travel to nearby environments using the ordinary mode of transport that they regularly use. If making exceptional trips, the student is supervised and can travel and move around familiar places independently, with neither accompaniment nor supervision on all types of transport. They might have difficulty coping with unforeseen situations both at the center and with the usual forms of transport.
5. They travel independently and take all types of transport by themselves with no need for accompaniment or follow-up, both to those places to which they usually travel and to places to which they are traveling for the first time. They are capable of travelling to any place, even though they might not know the destination. They resolve any unforeseen situations.

## GROSS MOTRICITY: LOWER LIMBS

---

*The capability of students to move and to perform other movements with the lower limbs.*

1. They depend on either other people or the use of a wheelchair to move around.
2. They present limitations that hinder their mobility and require prosthetic devices or other supporting elements to move around: crutches, walking sticks, etc.
3. They present limitations that slightly hinder their mobility. However, no prosthetic devices are required.
4. They present very slight limitations or others that only affect certain very specific movements. For example, a slight limp or slight limitations articulating the foot.
5. Lower-limb mobility presents no type of problem. They present no type of limitation for displacements.

## GROSS MOTRICITY: UPPER LIMBS

---

*The capability of students to perform movements with the upper limbs that involve no precise manipulation of objects.*

1. They have no upper limbs or they are paralyzed.
2. They have only one upper limb or it is paralyzed or very limited in its movements.
3. They present very slight limitations or others that hinder upper-limb mobility.
4. They present very slight limitations or others that only affect certain very specific movements. For example, full extension of the left arm is slightly limited.
5. The mobility of their upper limbs presents no problems of any type.

## GROSS MOTRICITY: OTHER BODY PARTS

---

*The capability of individuals to perform movements with other parts of the body: hips, back, etc.*

1. They cannot perform any activity that implies carrying out physical activity, no matter how slight it may be, or they cannot remain in the same position over a long period of time.
2. They present limitations that make it difficult to perform continuous exercises or sudden exercises.
3. They present limitations that can make it difficult to perform abrupt physical exercises continuously.
4. They present very slight limitations that have no effect on the completion of most tasks.
5. They present no type of limitation in these parts of the body.

## FINE MOTOR SKILLS

---

1. They have no hands or both are paralyzed.
2. They show severe limitations performing precise tasks with their hands.
3. They show certain limitations when performing precise tasks with their hands.
4. They are highly capable at performing fast and precise hand movements.
5. They are extremely capable at performing fast and precise hand movements.

## MANIPULATIVE COORDINATION

---

*Capability of students to correctly perform precise movements with their hands.*

1. They are completely unable to perform activities that require precision.
2. They have problems controlling their movements. They perform tasks of low difficulty, which require simple movements and that need effort to do so.
3. They are capable of completing tasks of medium difficulty that require mastery of basic manipulative skills, although they need training for others that require greater dexterity.
4. They are capable of performing highly difficult tasks. They perform fine movements for precise tasks with no problem. They require some time before they are able to control them.
5. They perform highly precise movements in very difficult tasks. They possess great manual dexterity.

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**AFFECTIVE-SOCIAL  
AREA**

## E.- AFFECTIVE-SOCIAL AREA

The focus is on relationships with the surrounding environment, emotional development, behavioral problems, etc.



### ASSERTIVENESS

*The capability of students to express their own desires, feelings and interests. Characteristic behaviors of assertiveness are: active listening and empathizing with their interlocutors; expressing personal desires, opinions, feelings and interests; requesting information and asking for help.*

1. They present no assertive behavior throughout the duration of the conversation.
2. They only very exceptionally show some behavior of an assertive nature.
3. They present some assertive behaviors at some points during the conversation.
4. They present some assertive behavior throughout most of the conversation, or they present most assertive behavior during certain phases.
5. They present repeated assertive behavior throughout the duration of the conversation.

## RELATIONS WITHIN THE CLASSROOM ENVIRONMENT

---

*The capability of students to interact with their classmates and teachers.*

1. They have very poor relationships with classmates and teachers. They often avoid contact with them, even in situations where it is necessary, or they provoke discussions and altercations.
2. They hardly interact with their classmates and only do so when the situation so requires. Occasionally, it may happen that they avoid interaction with the others or cause small altercations and discussions.
3. They maintain proper relations with classmates and teachers. They neither initiate social interactions, nor do they avoid them.
4. They maintain good relationships with classmates and teachers. They participate in social activities that take place at the center.
5. They maintain very good relationships with their peers and teachers. They participate spontaneously in the social activities that take place within and outside the center.

## SELF-CONTROL

---

*The capability of students to regulate their behavior.*

1. Their behavior is inappropriate. They need continuous support.
2. Their behavior is inappropriate. They require frequent support.
3. They are capable of regulating their behavior. They may occasionally need support.
4. They are capable of self-regulation of their behavior. They usually need support on very few occasions.
5. They regularly show self-regulated behavior.

## ADAPTATIVE CAPABILITY

---

*The capability of students to adapt to different and to new situations and to different people and groups.*

1. They have serious difficulties adapting to different situations.
2. They show a low capability to adapt to new situations. They require personalized support.
3. They possess the capability to adapt to new situations. They may occasionally require support.
4. Generally, they adapt their behavior to the various situations that arise, accepting the changes.
5. They adapt, quite independently, to the various situations that arise, accepting changes and unforeseen situations and adapting to them.

## APATHY AND SADNESS

---

*A mood that entails grief, discomfort, lack of both vitality and interest.*

1. They present a general state of sadness and apathy.
2. Most of the time, they present a state of sadness and apathy.
3. They sometimes present a state of sadness and apathy.
4. Their emotional state is, in general, cheerful and optimistic.
5. Their emotional state is cheerful and optimistic.

## ISOLATION

---

*The tendency of students to avoid social relationships, having few relations or relations of little significance.*

1. They have no social relations.
2. They tend to avoid contact or relations with other people.
3. They relate to a small number of people and/or in a few environments.
4. They relate to others normally.
5. They are extroverted and maintain multiple relationships.

## EMPATHY

---

*Capability of students to place themselves in the shoes of other people and show their interlocutors that they are capable of doing so. Characteristic behaviors of empathy are: active listening; asking their interlocutors about interests, opinions, wishes ...; making expressions of the type "I understand", "I know what you mean"; summarizing, on some occasions, what has been understood and asking the interlocutor to confirm that the message has been properly understood; without making value judgments or criticisms.*

1. They only show empathetic behavior in a very exceptional way.
2. They present numerous examples of non-empathic behavior (not actively listening, making value judgments or criticism, not asking for confirmation, not expressing that the interlocutor has been understood, etc.) throughout most of the duration of the conversation.
3. They present some non-empathic behavior throughout most of the duration of the conversation, or they present most of the non-empathetic behavior during certain phases.
4. They show empathic behavior, although some may not do so, such as asking for confirmation.
5. They empathically interact throughout the conversation.

## IRRITABILITY AND MOOD SWINGS

---

*The propensity of students to become angry and to change mood very quickly.*

1. They present frequent and notable signs of irritability and mood swings.
2. They present frequent signs of irritability and mood swings.
3. They occasionally show signs of irritability and mood swings.
4. They do not usually show signs of irritability and mood swings.
5. They present adequate emotional stability.

The background features a large, flowing purple shape that dominates the center and right side. In the top-left corner, there is a yellow shape. In the bottom-left corner, there is a red shape. The overall composition is abstract and modern.

**AREA OF WELLBEING  
AND HEALTH**

## F.- AREA OF WELLBEING AND HEALTH

The state of health can condition the teaching-learning process.

### PHYSICAL HEALTH

---

*Organic and physical functioning of the students.*

1. They present a serious state of health that can prevent the performance of an activity.
2. They present serious limitations, due to the frequency or intensity of their conditions.
3. They have certain limitations with occasional or chronic conditions that may be of moderate or severe intensity.
4. They present some limitations with few conditions and symptomatic stability.
5. They present no physical limitations for the activity.

## MENTAL HEALTH

---

*The state of equilibrium between students and their socio-cultural surroundings.*

1. They present mental disorders and severe symptomatic imbalances that may prevent the performance of an activity.
2. They present serious limitations, due to the frequency or intensity of their imbalanced mental state.
3. They present certain limitations and/or occasional mental imbalance, which may be of moderate or severe intensity.
4. They present some limitations with few conditions and symptomatic stability.
5. They have no limitations for their activities.

## STAMINA

---

*The capability of students to maintain physical effort for a long time.*

1. They are incapable of making physical efforts over a prolonged period of time, either as a condition of their physical fitness or for other reasons.
2. They have difficulties maintaining physical effort over a prolonged period of time and they need to take numerous breaks.
3. They are capable of maintaining physical effort over a prolonged period of time, although they need to take breaks with a degree of frequency.
4. They are capable of maintaining physical effort over a prolonged period of time, although they need to take breaks occasionally.
5. They are capable of maintaining physical effort over a prolonged period of time.

## TIREDNESS

---

*A state of fatigue and failing strength that the students can show.*

1. They show serious signs of tiredness that prevent them from developing their activity normally.
2. They frequently show signs of tiredness.
3. They sometimes show signs of tiredness.
4. They usually show no signs of tiredness.
5. They show a good level of activity.

The background features a large, flowing purple shape that dominates the center and right side. To the top left, there is a yellow shape, and at the bottom left, a red shape. The overall composition is abstract and modern.

**AREA OF  
PERSONAL INDEPENDENCE**

## G.- AREA OF PERSONAL INDEPENDENCE

### TECHNICAL AIDS

*Support products that serve to enhance or to compensate the individual capabilities of students.*

1. They present great limitations even with technical aids.
2. They require different personalized technical aids, adapted to each different activity that they develop.
3. They present certain limitations for the performance of their activity, despite having technical aids or support products.
4. They need technical aids for the development of their activity. These aids permit them to complete their task practically without limitations.
5. They need no adaptation for the performance of their activity.

## DECISION MAKING

---

1. They do not participate in decisions over situations that directly affect them. Other people of importance in their lives take the decisions for them.
2. Even though they are consulted, other people generally take decisions with regard to their own lives.
3. On occasions, they take their own decisions, consulting with other people or otherwise, however, the most important decisions for their lives are taken by other people of importance in their lives.
4. They take no decisions without consulting other people of importance in their lives beforehand.
5. While sometimes consulting with other people of importance to them, they are generally the people who assume their own decisions with regard to their own lives.

## PACE OF WORK

---

*Capability of students to adapt to different work rhythms.*

1. They are incapable of maintaining the pace of work that the situation requires.
2. They are incapable of maintaining a certain (usually a slow) pace of work over a limited period of time. They have many difficulties with other paces of work throughout the duration of the whole task.
3. They adjust adequately to a certain (usually a slow) pace of work throughout most of the duration of the task. As in the previous case, they have difficulties with other paces of work throughout the duration of the task.
4. They adjust perfectly to most of the paces of work, throughout most of the duration of the task.
5. They adjust perfectly to all types of paces of work, whether they are constant, variable, fast, or slow.

## LEARNING TASKS

---

*The capability shown by students when developing new tasks.*

1. They have great difficulty in assimilating any task, however simple it may be.
2. They learn simple tasks, although very slowly, needing to be shown the task repeatedly.
3. They can learn tasks of medium complexity and occasionally make mistakes.
4. They have some difficulty with the learning of complex tasks.
5. They learn quickly. They show a capability to negotiate complex tasks.

## PROBLEM-SOLVING

---

*The capability of students to solve problems and overcome difficulties that may arise.*

1. They need continuous support to solve problems and to overcome difficulties.
2. They almost always need support when solving problems and overcoming difficulties.
3. They occasionally require support to resolve problems and to overcome difficulties.
4. They independently solve most problems and difficulties and may occasionally need support.
5. They independently solve the problems and the difficulties that arise for them.

## ORGANIZATION

---

*Capability of students to plan and to arrange the materials in a way that facilitates the completion of the task.*

1. They neither organize nor plan, even when the monitor reminds them. They are very messy, or they are only capable of arranging things according to their own criteria and they are very obsessive.
2. They need help to organize and to order their work.
3. They organize and they order their work with some difficulty.
4. They know how to arrange and to organize their work following a given criterion.
5. They organize and order their work effectively and even the work of a group.

## INTEREST

---

*Degree of satisfaction and involvement that the students show towards the task.*

1. In general, they are not interested in the work, they show no interest in any of the workshop or service-related tasks.
2. If they are told, they work in a routine way, but without worrying how the tasks are finished off.
3. Occasionally, they need to be reinforced to maintain interest in their work.
4. Generally, they are interested both in their work and in learning other tasks, trying to leave it finished, learning how to improve it ...
5. They show great interest in everything that concerns work and/or the tasks they perform. They pose possible improvements in the way of doing so. They are always interested in learning.



# **METHODOLOGY**

Having described the variables to be evaluated and in accordance with the established criteria, the methodology recommended for the detection of capabilities will be pointed out, thereby promoting, the best adjustment to the task/activity or learning situation in the classroom.

It will be important, throughout the evaluation, **to read the definitions**, which are presented for each variable, as they help to specify the detail and will guarantee uniform interpretation by the evaluator.

It is advisable that **several people perform the evaluations**, because it means the evaluation has of a more objective character and it also encourages the exchange of ideas within the same situation.

The following figure shows the registration sheet, in which some data may be noted that appear as variables and others that can be collected from psycho-pedagogical reports, if necessary or of interest.

CAPABILITIES REPORT FORM	
<b>PERSONAL INFORMATION</b>	
Age:	Motor functionality:
Global Cognitive Level (CL):	Tiredness:
Memory:	Others:

They will be entered on the record sheet related to the capabilities of each person, as shown below. The established variables are then found, in such a way that the score obtained for each capability may be entered and by displaying the points we will generate a profile of each student.

CAPABILITY OF THE PERSON				1	2	3	4	5
<b>A</b>	1.	Attention	01					
	2.	Perception	02					
	3.	Visual memory	03					
	4.	Auditory Memory	04					
	5.	Spatial Orientation	05					
<b>B</b>	6.	Active listening	06					
	7.	Understanding instructions	07					
	8.	Speech	08					
	9.	Expressive language	09					
	10.	Comprehensive language	10					
	11.	Reading skills	11					
	12.	Reading speed	12					
	13.	Reading comprehension	13					
	14.	Writing	14					
	15.	Mathematical knowledge	15					
<b>C</b>	16.	Sight	16					
	17.	Hearing (Audition)	17					
	18.	Thermal Environment	18					
	19.	Sound environment	19					
	20.	Lighting conditions	20					
	21.	Atmospheric hygiene	21					
<b>D</b>	22.	Displacements/Mobility	22					
	23.	Gross motor skills: lower limbs	23					
	24.	Gross motor skills: upper limbs	24					
	25.	Gross motor skills: other body parts	25					
	26.	Fine motor skills	26					
	27.	Manipulative coordination	27					
	<b>E</b>	28.	Assertiveness	28				
29.		Relations with the environment	29					
30.		Self-control	30					
31.		Adaptability	31					
32.		Apathy and sadness	32					
33.		Isolation	33					
34.		Empathy	34					
35.		Irritability and mood swings	35					
<b>F</b>	36.	Physical health	36					
	37.	Mental health	37					
	38.	Stamina	38					
<b>G</b>	39.	Technical help	39					
	40.	Decision-making	40					
	41.	Pace of work	41					
	42.	Learning tasks	42					
	43.	Problem-solving	43					
	44.	Organization	44					
	45.	Interest	45					

**OBSERVATIONS**

Having described the variables for the detection of student capabilities, the teaching staff must detail what **the requirements of the activity/work/learning situation** area are that the student has to perform.

When evaluating a task, the following recommendations can be taken into account:

- The most relevant task from among those performed in the activity must be analyzed. **The principal task must be differentiated from the secondary task** in each activity.
- We will opt for the most unfavorable options which, in this case, are the highest scores. In this case, all the variables will be scored except the variable "Interest", which is not considered.

We propose, by way of an example, that the following questions be answered, relying on the relations between variables presented for the detection of capabilities:

1. What does the student have to do?
  - What is the main objective of the task, what does it consist of?
  - Detailed description of the operations to be performed.
  - Other functions or tasks.
2. The activity requires the use of certain tools: brushes, pens, computer, etc.
3. What is the schedule. Specify the time and days.
4. What kind of relations will be promoted? Is the work individual, in group, etc. What attitudes are required?

Once the requirements of the task/activity/learning situation have been established, we will complete the **graph**, for which purpose we must take into account the scores that have been transferred to the "Data collection sheet". A broken line will be drawn, linking the points to each other, excluding variable 45.

1	2	3	4	5	TASK/ACTIVITY REQUIREMENTS		
					01 02 03 04 05	1. Attention 2. Perception 3. Visual memory 4. Auditory Memory 5. Spatial Orientation	<b>A</b>
					06 07 08 09 10 11 12 13 14 15	6. Active listening 7. Understanding instructions 8. Speech 9. Expressive language 10. Comprehensive language 11. Reading skills 12. Reading speed 13. Reading comprehension 14. Writing 15. Mathematical knowledge	<b>B</b>
					16 17 18 19 20 21	16. Sight 17. Hearing (Audition) 18. Thermal Environment 19. Sound environment 20. Lighting conditions 21. Atmospheric hygiene	<b>C</b>
					22 23 24 25 26 27	22. Displacements/Mobility 23. Gross motor skills: lower limbs 24. Gross motor skills: upper limbs 25. Gross motor skills: other body parts 26. Fine motor skills 27. Manipulative coordination	<b>D</b>
					28 29 30 31 32 33 34 35	28. Assertiveness 29. Relations with the environment 30. Self-control 31. Adaptability 32. Apathy and sadness 33. Isolation 34. Empathy 35. Irritability and mood swings	<b>E</b>
					36 37 38	36. Physical health 37. Mental health 38. Stamina	<b>F</b>
					39 40 41 42 43 44 45	39. Technical help 40. Decision-making 41. Pace of work 42. Learning tasks 43. Problem-solving 44. Organization 45. Not considered	<b>G</b>

**OBSERVATIONS**

## METHODOLOGY

Both the variables that are at stake for the detection of student capabilities and the requirements for the learning situation have been described.

It has been observed that the result of the assessment can be transferred to the data collection sheet, taking into account the criteria established in relation to the student's capabilities and the learning situation.

Both data collection sheets, i.e. **the task/activity or learning situation and the capability report form for each student**, can be merged with the EURODDIP-CAP capabilities detection method. A single data collection sheet is therefore obtained, with two lines and with a clear and straightforward view of the distance between the requirements for the performance of an activity and the capabilities of the students. This method means that we can study the evolution, over time, of a person in an activity, pointing out their strengths and weaknesses, as well as their trajectory. We must update the profiles periodically, in order to track the person, checking whether there are variations in the lines of the merged graphic.

The broken line, resulting from linking the scores obtained in the different aspects under study, is in other contexts called the **profile**. A total of 45 variables are contemplated for each person and activity requirements. The information that is extracted from these profiles is visually displayed in a graph, called the Profile Graph.

Merging the profile of the person with the profile of the demands of the activity, yields three situations:

<b>Inadequate Activity/Work</b>	Those situations in which the demands of the activity/task far exceed the capabilities of the person.	<b>Inadvisable situation</b>
<b>Acceptable Activity/Work</b>	Those situations in which the profiles (person/task) have minimal differences that are remediable, either by lowering the task requirements, or through individual programs or adaptations.	<b>Improvable Situation</b>
<b>Very Acceptable Activity/Work</b>	Both profiles overlap perfectly.	<b>Ideal situation</b>

On the basis of this **Capability Detection Method**, for each course **the individual development plan of each student and group** will be set in motion (with the modifications and adaptations that are deemed appropriate) at each center, as a reference and a goal for the students to achieve. The periodic monitoring of this development plan, and its testing and evaluation, should enable continuous improvement and the achievement of objectives.

STUDENT CAPABILITIES		1	2	3	4	5	LEARNING REQUIREMENTS/ACTIVITY		
<b>A</b>	1. Attention	01					01	1. Attention	<b>A</b>
	2. Perception	02					02	2. Perception	
	3. Visual memory	03					03	3. Visual memory	
	4. Auditory Memory	04					04	4. Auditory Memory	
	5. Spatial Orientation	05					05	5. Spatial Orientation	
<b>B</b>	6. Active listening	06					06	6. Active listening	<b>B</b>
	7. Understanding instructions	07					07	7. Understanding instructions	
	8. Speech	08					08	8. Speech	
	9. Expressive language	09					09	9. Expressive language	
	10. Comprehensive language	10					10	10. Comprehensive language	
	11. Reading skills	11					11	11. Reading skills	
	12. Reading speed	12					12	12. Reading speed	
	13. Reading comprehension	13					13	13. Reading comprehension	
	14. Writing	14					14	14. Writing	
	15. Mathematical knowledge	15					15	15. Mathematical knowledge	
<b>C</b>	16. Sight	16					16	16. Sight	<b>C</b>
	17. Hearing (Audition)	17					17	17. Hearing (Audition)	
	18. Thermal Environment	18					18	18. Thermal Environment	
	19. Sound environment	19					19	19. Sound environment	
	20. Lighting conditions	20					20	20. Lighting conditions	
<b>D</b>	21. Atmospheric hygiene	21					21	21. Atmospheric hygiene	<b>D</b>
	22. Displacements/Mobility	22					22	22. Displacements/Mobility	
	23. Gross motor skills: lower limbs	23					23	23. Gross motor skills: lower limbs	
	24. Gross motor skills: upper limbs	24					24	24. Gross motor skills: upper limbs	
	25. Gross motor skills: other body parts	25					25	25. Gross motor skills: other body parts	
	26. Fine motor skills	26					26	26. Fine motor skills	
	27. Manipulative coordination	27					27	27. Manipulative coordination	
<b>E</b>	28. Assertiveness	28					28	28. Assertiveness	<b>E</b>
	29. Relations with the environment	29					29	29. Relations with the environment	
	30. Self-control	30					30	30. Self-control	
	31. Adaptability	31					31	31. Adaptability	
	32. Apathy and sadness	32					32	32. Apathy and sadness	
	33. Isolation	33					33	33. Isolation	
	34. Empathy	34					34	34. Empathy	
35. Irritability and mood swings	35					35	35. Irritability and mood swings		
<b>F</b>	36. Physical health	36					36	36. Physical health	<b>F</b>
	37. Mental health	37					37	37. Mental health	
	38. Stamina	38					38	38. Stamina	
<b>G</b>	39. Technical help	39					39	39. Technical help	<b>G</b>
	40. Decision-making	40					40	40. Decision-making	
	41. Pace of work	41					41	41. Pace of work	
	42. Learning tasks	42					42	42. Learning tasks	
	43. Problem-solving	43					43	43. Problem-solving	
	44. Organization	44					44	44. Organization	
	45. Interest	45					45	45. Not considered	

**OBSERVATIONS**



# **GUIDANCE**

In this section, we will recall some aspects of good practice in teaching. These have been categorized into:

### OBJECTIVES AND CONTENTS:

- Prioritize objectives and/or content according to both special educational needs and functionality criteria.
- Modify timing and sequencing.

### TEACHING LEARNING STRATEGIES:

- The educational intervention will be based on the methodological principles of: globalization, individualization, significant learning, generalization and functionality.
- The organization of the Center should enable: Teamwork between the professionals that are involved, coordination with families and coordination with external support specialists.
- Introduction of the appropriate procedures for the achievement of the objectives.
- Use of the current development zone and the next development zone.
- Employment of learning without error.
- Facilitation of different contexts that enable the generalization of learning.
- Respect for the pace of student responses, so that their responses are as independent as possible.
- Use of the peer group as a learning model.
- Preparation of individualized material.
- Use of technical aids.
- Use of records with family information, direct observation, structured observation.
- Respect the slow pace: giving time for the response and its repetition.
- Maximum estimation of the requirement level and the most appropriate types of strategies according to the motor skill problem.
- Introduction of postural control strategies.
- Use of adaptations to eat, write, move.
- Use of teaching material and games adapted to the manipulative characteristics of students.
- Consideration of the postures that facilitate students, manipulation and fine motor skills.
- Significant and functional learning: learning from their own experience of routines and activities.

- Respect for tiredness.
- Start the activities with dominant tasks.
- Program activities of increasing difficulty.
- Individualized teaching.
- Modification of groups.
- Cooperative team work.
- Paying attention to student response times.
- Acceptance and use of technical aids.
- Adaptation, preparation and selection of material.
- Use of different materials to make learning meaningful.
- Preparation of classmates on the educational needs of some students.
- Introduction and adaptation of complementary activities.
- Avoidance of overprotection.
- Use of behavior modification techniques.

## TECHNICAL HELP

Regarding **technical quality**, consider whether:

- It starts easily.
- There is an information overload when used.
- There is control over where to start.
- Instructions can be consulted.
- The size of the buttons can be changed.
- The audio can be adjusted.
- Opacity-transparency can be modified.
- The text contrasts with the background.
- The colors can be adapted to each user.
- The font size can be modified.
- It can be adapted to different users.

If we take into account **educational criteria**, we have to consider that:

- They fit user characteristics.
- The content is of an academic nature.
- They develop social/communicative/cognitive skills.
- They are appropriate for individual use.

For **accessibility** criteria, they should ensure that:

- The application responds to the needs of the user.
- The interface focuses on user productivity.
- Actions taken can be undone.
- The application reports the time remaining to complete the task.
- The application records and stores information on the users.
- An internet connection is required.
- The language used is accessible to the user.
- External devices may be connected.
- The application provides help.

For **usability** criteria, the following should be considered:

- Frequency of use.
- Complexity of the application.
- Would help be needed from a person with technical knowledge to make use of the application.
- The functions of the application are well integrated.
- The operation of the App. presents difficulties.
- Many things must be learnt before being able to use the application.

With regard to the **student**:

- The application was designed for people with a specific disability (Autism Spectrum Disorder, Cerebral Palsy, Hearing impairment, etc.).
- The App. may be adjusted to the characteristics of the user.
- The user can control the application.
- Different user profiles can be set up within the application.
- Settings can be locked on the application.

## EVALUATION

The App. uses various evaluation strategies and instruments, which are adapted to the motor skills, cognitive processes, and expressive possibilities of the student, and that incorporate the use of technical aids.

Selection and adaptation of the strategies and evaluation instruments of one area, taking into account the characteristics of the students, among the other areas.

Use as criteria for progress: The advances that mean it can be operated in a functional way, and number and characteristics of the supports and aids that it needs, etc...

- Assessment of non-deterioration, which could have occurred if it had not been worked upon.
- Medium and long-term evaluation criteria.



# **CONCLUSIONS**

We have proposed a methodology for capability detection that yields an initial evaluation of students, from a multidisciplinary perspective. It is a basic tool for establishing the degree of competence in the different areas and curricular areas. Likewise, it may be used to establish the specific needs in each student and the distance between them, in order to achieve the proposed tasks. It should be periodically reviewed and updated.

The educational process must extend beyond the most immediate school environment for the student (classroom, treatment centers), to the whole context of the school in which the students for inclusion are active (dining room, wash rooms and toilets, transportation, etc.). It must be understood as a form of intervention that is open to different environments: family, close social group, etc. as educational activity must also be contemplated within those groups.

Coordination between the different professionals is essential to gain a global vision of the characteristics and needs and to be able to establish a rational distribution of the specific attention that may be required, so that it does not interfere with other educational needs.



In students with motor problems, the cognitive level must be considered in a special way, both at a general and a specific level, as well whether they have difficulties in other areas (sensory and health problems).

It is necessary to continue advancing and developing the educational response that is provided to them, so that the response is normalized as a further part of the educational system.

It is convenient to review the current ratios and make them more flexible, in order to implement the most appropriate educational response to their capabilities.

It is important that the modality of schooling be adjusted to the educational needs of the student, revising it whenever necessary.

In conclusion, we have presented EURODDIP-CAP, with the intention of developing a methodology to assess the capabilities of students with disabilities and to personalize different educational tools, in light of the needs detected by education professionals, as well as to strengthen the profiles of the teaching professions, for constant innovation and adaptation to the needs of the students. Our desire is to increase quality in educational settings, promoting equal access and opportunities for all students, regardless of their capabilities.

In the following ANNEX, the evaluation criteria of some of the items are presented, with examples that can be modified, according to the educational level and the center.



The background consists of several large, overlapping, organic shapes in vibrant colors: yellow, purple, orange, and red. The shapes are layered, creating a sense of depth and movement. The word "ANNEX" is centered in the middle of the composition.

**ANNEX**

## ATTENTION / SUSTAINED ATTENTION

### OBJECTIVE

To assess the capability of the student to focus on a specific task during a certain time.

### MATERIALS

A stopwatch, a sheet, crayons of various colors.

### PROCEDURE

The student sits in front of a sheet of paper and is asked to read the instructions and if unable to do so, the instructions will be read out. The student must color in the paper correctly within 5 minutes and after 5 minutes the sheet will be removed.

### SCORING

<b>Score 1:</b>	The student hardly remains seated, is constantly distracted in the exercise of the task, has more than 8 faults in the coloring of the figures.
<b>Score 2:</b>	The student remains seated almost all the time, is distracted a maximum of 3 times during the task, and makes 7 to 8 errors coloring in the figures.
<b>Score 3:</b>	The student remains seated, is distracted a maximum of 2 times in the task, and makes 4 to 6 errors coloring in the figures.
<b>Score 4:</b>	The student remains seated and attentive in the task, and makes 2 to 3 errors coloring in the figures.
<b>Score 5:</b>	The student remains seated and attentive in the task, and makes 0 to 1 error coloring in the figures.

## PERCEPTION/ PERCEPTIVE DISCRIMINATION/ DIFFERENCES AND SIMILARITIES

### OBJECTIVE

To evaluate the capability of the student to discriminate similarities and differences between objects and group them by color, shape, and size.

### MATERIALS

5 sheets, crayons of different colors.

### PROCEDURE

The teacher or evaluator shows a series of pictures to the student, one by one, from the simplest to the most complicated, and reads out the instructions. The student is asked to group the figures by color, size and shape.

### SCORING

<b>Score 1:</b>	If the student is able to respond correctly to the task on the first sheet.
<b>Score 2:</b>	If the student is able to respond correctly to the task on the second sheet and to follow the color criteria.
<b>Score 3:</b>	If the student is able to respond correctly to the tasks on the first, second and third sheets and to follow the criteria relating to color, shape or size with help.
<b>Score 4:</b>	If the student is able to respond to the tasks on sheets one, two, three and four and to follow the criteria relating to color, shape and size correctly.
<b>Score 5:</b>	If the student is able to respond to the tasks on all the sheets and to follow all the criteria correctly.

### NOTE

If the student is unable to respond to all the tasks on the sheet correctly, the score will correspond to the preceding section.

## VISUAL MEMORY

### OBJECTIVE

To evaluate the capability of the student to memorize the objects that are present in the pictures.

### MATERIALS

A stopwatch, 3 sheets.

### PROCEDURE

The student sits in front of a picture and observes it for 10 seconds and, after it is removed, is asked to recount the objects that were on the sheet.

### SCORING

<b>Score 1:</b>	If the student can remember 2 of the 3 objects on the first sheet.
<b>Score 2:</b>	If the student can remember 3 of the objects on the first sheet.
<b>Score 3:</b>	If the student can remember 4 of the 5 objects on the second sheet.
<b>Score 4:</b>	If the student can remember between 5 and 6 objects on the third sheet.
<b>Score 5:</b>	If the student can remember between 7 and 8 objects on the third sheet.

## AUDITORY MEMORY

### OBJECTIVE

To evaluate the capability of the student to remember the sounds emitted by the objects presented by the teacher/evaluator.

### MATERIALS

10 objects that make different noises (bell, ball, rattle, etc.).

### PROCEDURE

The student sits in front of the teacher/evaluator who will explain the test. The teacher will manipulate each object to make its sound, repeating it if necessary and, after having finished playing them all, will ask the student which sounds belong to which objects.

### SCORING

<b>Scoring 1:</b>	If the student is able to memorize 2 or 3 sounds after hearing them.
<b>Scoring 2:</b>	If the student is able to memorize 3 sounds of all those presented.
<b>Scoring 3:</b>	If the student is able to memorize 4 of the sounds that were presented.
<b>Scoring 4:</b>	If the student is able to memorize between 5/6 of the sounds that were presented.
<b>Scoring 5:</b>	If the student is able to memorize between 7/8 of the sounds that were presented.

## SPATIAL ORIENTATION

### OBJECTIVE

To evaluate the capability of the student at self-orientation in space, through basic orders.

### MATERIALS

4 sheets showing objects and a fifth with a maze.

### PROCEDURE

The student sits in front of the teacher/evaluator, who will explain the test. The teacher will show the student a series of pictures with instructions.

### SCORING

<b>Score 1:</b>	If able to answer all the questions correctly, the student can advance to the next item, if not score 1.
<b>Score 2:</b>	If able to answer all the questions correctly, the student can advance to the next item, if not score 2.
<b>Score 3:</b>	If able to answer all the questions correctly, the student can advance to the next item, if not score 2.
<b>Score 4:</b>	If able to answer all the questions correctly, the student will score a 4, if unable to answer or mistaken, the student will score a 3.
<b>Score 5:</b>	If able to trace a way through the maze, the student will score a 5.

## EXPRESSIVE LANGUAGE AND SPEECH

### OBJECTIVE

To evaluate the capability of the student to speak as an audible expression of language.

### MATERIALS

Stopwatch.

### PROCEDURE

The student sits in front of the teacher/evaluator who will explain the test. Then, a conversation will begin for 5 minutes in which the student will be asked about different aspects such as: favorite food, place where the student spent the last vacation, favorite sport, etc.

### SCORING

<b>Score 1:</b>	The student is unable to emit understandable language and is totally incapable of producing sounds and/or articulating words.
<b>Score 2:</b>	The student presents evident difficulties at articulating language and has serious difficulties communicating in an understandable manner.
<b>Score 3:</b>	The student presents pronunciation difficulties that make it slightly difficult to understand the message and has a basic expressive repertoire.
<b>Score 4:</b>	The student presents pronunciation difficulties that do not affect the comprehension of the message in any way, has a certain expressive repertoire, and follows the thread of the conversation.
<b>Score 5:</b>	The student presents no speech difficulties of any kind.

## COMPREHENSIVE LANGUAGE AND COMPREHENSION OF INSTRUCTIONS

### OBJECTIVE

To evaluate the capability of the student to correctly understand instructions, opinions, doubts ...

### MATERIALS

Various (chair, table, paper, etc.).

### PROCEDURE

The teacher/evaluator explains the test that consists of requesting, through simple sentences, the performance of a series of actions up to a maximum of 10.

### SCORING

<b>Score 1:</b>	The student is able to carry out and to comprehend 1 or 2 instructions, with some help and after several repetitions.
<b>Score 2:</b>	The student is able to carry out and to comprehend 3 instructions, with some help and after several repetitions.
<b>Score 3:</b>	The student is able to carry out and to comprehend 4 or 5 instructions, with some help.
<b>Score 4:</b>	The student is able to carry out and to comprehend 6 or 7 instructions almost without any help.
<b>Score 5:</b>	The student is able to carry out and to comprehend 8 or more instructions without any help.

## READING SPEED

### OBJECTIVE

To evaluate the capability of the student to read a text fluently.

### MATERIALS

Short text, approximately 200/250 words, and a stopwatch.

### PROCEDURE

The student will read out aloud a text of 200/250 words, in front of the teacher/evaluator.

### SCORING

<b>Score 1:</b>	The student does not read or does so in a way that is incomprehensible to the teacher/evaluator.
<b>Score 2:</b>	The student reads fewer than 100 words correctly, and does so by syllabizing or joining words in the specific test.
<b>Score 3:</b>	The student correctly reads between 101 and 120 words in the specific test.
<b>Score 4:</b>	The student correctly reads between 121 and 150 words in the specific test.
<b>Score 5:</b>	The student correctly reads over 150 words in the specific test.

## READING SKILLS AND READING COMPREHENSION

### OBJECTIVE

To evaluate the capability of the student to read and to comprehend a text.

### MATERIALS

Short text, with a series of questions at the end.

### PROCEDURE

The student will read a text out aloud and will then be asked to answer some questions on the text.

### SCORING

<b>Score 1:</b>	The student does not read or does so in a way that is incomprehensible to the teacher/evaluator and is able to answer fewer than two items.
<b>Score 2:</b>	The student reads syllables or joins words and is able to answer two or three items.
<b>Score 3:</b>	The student can read, but without understanding the content, and is able to answer between four to six items.
<b>Score 4:</b>	The student can read and comprehend the content at a general level and is capable of answering seven to eight items.
<b>Score 5:</b>	The student can read comprehensively and is able to answer more than 8 items.

## WRITING

### OBJECTIVE

To evaluate the capability of the student to express themselves through writing.

### MATERIALS

A sheet of paper or notepad, pen.

### PROCEDURE

The student is expected to write about a certain topic with a minimum of 100 words.

### SCORING

<b>Score 1:</b>	The student cannot write and only scribbles.
<b>Score 2:</b>	The student is able to copy words written from a model and to write a single word, such as the student's own name.
<b>Score 3:</b>	The student is able to write sentences slowly that are difficult to comprehend and have many spelling and grammatical mistakes. If dictated to, the students will write.
<b>Score 4:</b>	The student writes sentences with meaning, in a functional way, although with grammatical and/or spelling errors.
<b>Score 5:</b>	The student constructs semantically correct sentences and respects the basic grammatical rules. Handwriting and spelling are legible.

### NOTE

If the student uses technical aids for writing, they may be used instead of paper and a pen.

## MATHEMATICAL KNOWLEDGE

### OBJECTIVE

To evaluate the capability of the student to understand and to apply mathematical knowledge.

### MATERIALS

4 sheets (basic concepts, addition and subtraction, addition with carried over figures, multiplications and divisions).

### PROCEDURE

The teacher / evaluator will put the first sheet in front of the student, and if correctly completed, will move to the next one. The difficulty will increase with each sheet.

### SCORING

<b>Score 1:</b>	The student has no knowledge of the most basic mathematical notions and no type of numerical knowledge.
<b>Score 2:</b>	The student understands basic numerical concepts: more/less, little/a lot. If correctly answered, the student may move on to the next sheet. If not, score with a 2.
<b>Score 3:</b>	The student understands and knows how to apply the most basic mathematical notions and mathematical addition and subtraction at different levels of difficulty. Basic numerical concepts are understood at the abstract level, as well as the concept of numbers that depend on elements (For example: count up to 15 objects). If correctly answered, move on to the next sheet. If not, score with a 3.
<b>Score 4:</b>	The student can perform simple mathematical operations: addition/subtraction with carried over figures. If answered correctly, the student may move on to the next sheet. If not, score with a 4.
<b>Score 5:</b>	The student has the capability to perform complex mathematical operations: multiplication/division and is capable of performing problem-solving operations. If the student is able to perform two to three correctly, score with a 5.

## SIGHT

### OBJECTIVE

To evaluate the capability of the student to see what the student is asked.

### PROCEDURE

The student will be observed both in the previous and in the subsequent test and will be evaluated as follows:

### SCORING

<b>Score 1:</b>	The student is totally blind.
<b>Score 2:</b>	The student has severely diminished vision in at least one eye. Severely diminished vision or significant restrictions on the visual field, long-sightedness and/or nearsightedness.
<b>Score 3:</b>	The student has visual limitations for fine perception of small details, objects and/or long-sightedness, near-sightedness or loss of visual field. The student suffers from visual deficiencies that cannot be completely corrected with lenses, but personal autonomy is not limited.
<b>Score 4:</b>	The student has visual deficiencies that can be corrected with lenses: loss of visual field, long-sightedness or short-sightedness that can be corrected with lenses.
<b>Score 5:</b>	The student is not visually impaired, needs no spectacles, and has no visual limitations for academic activities.

## HEARING

### OBJECTIVE

To evaluate the capability of the student to hear questions.

### PROCEDURE

The hearing of the student will be observed in the consecutive and previous tests and will be evaluated as follows: da seguinte forma:

### SCORING

<b>Score 1:</b>	The student is totally deaf and should not be exposed to noisy environments.
<b>Score 2:</b>	The hearing of the student is severely decreased despite the use of corrective instruments, has very poor hearing even with a hearing aid, and should not be exposed to noisy environments.
<b>Score 3:</b>	The student has limited hearing, requires corrective devices, hears only high voices, can wear a hearing aid, and should not be exposed to noisy environments.
<b>Score 4:</b>	Tem limitações auditivas na presença de estímulos sonoros de volume médio ou baixo ou em ambientes acusticamente contaminados. Limitações auditivas corrigidas por aparelhos auditivos. Em ambientes silenciosos, consegue manter uma conversa com alguma facilidade, embora não deva ser exposto a ambientes ruidosos.
<b>Score 5:</b>	The student has no hearing impairment and is without limits.

## THERMAL ENVIRONMENT

### OBJECTIVE

To evaluate the student's ability to respond to certain temperatures.

### MATERIALS

Thermometer.

### PROCEDURE

The student will be asked to describe the state of personal comfort within the classroom, while the temperature of the classroom is varied. It should be noted that the temperature will vary between 17 ° C and 27 ° C.

### SCORING

<b>Score 1:</b>	The student has total intolerance towards temperature changes, as well as greater sensitivity to extreme temperatures.
<b>Score 2:</b>	The student has a minimum tolerance of temperature changes or towards very high or very low temperatures.
<b>Score 3:</b>	The student can moderately tolerate temperature changes, as well as unpleasant thermal non-comfort situations.
<b>Score 4:</b>	The student presents a certain decrease in tolerance towards the different factors that configure the thermal environment.
<b>Score 5:</b>	The student tolerates the different factors that configure the thermal environment.

## SOUND ENVIRONMENT

### OBJECTIVE

To evaluate the physical tolerance that the student presents to aspects related to noise, either in intensity or in frequency.

### MATERIALS

A device that generates sound at different decibel levels.

### PROCEDURE

The student will be asked to describe the state of comfort, while the decibels of the sounds are varied. It must be taken into account that the acceptable decibel level within a classroom is a maximum of 35 dB.

### SCORING

<b>Score 1:</b>	The student has total intolerance to high noise levels, although these are infrequent.
<b>Score 2:</b>	The student has minimum tolerance to high noise levels or constant sounds.
<b>Score 3:</b>	The student has moderate toleration of a high noise environment.
<b>Score 4:</b>	The student has almost total tolerance to uncomfortable sounds generated at the center.
<b>Score 5:</b>	The student has no limitations on exposure to noise.

## LIGHTING CONDITIONS

### OBJECTIVE

To evaluate the capability of the student to respond to certain lighting conditions.

### MATERIALS

Lights of different intensities or materials with which the classroom can be illuminated in different ways (blinds, light regulator, etc.).

### PROCEDURE

The student will be asked to describe the state of comfort within the classroom, while varying the brightness of the light within the classroom. The activity that will take place in that classroom and its usage must be taken into account.

### SCORING

<b>Score 1:</b>	The student has a visual deficiency that leads to total intolerance towards poor or excessive lighting conditions.
<b>Score 2:</b>	The student has a very reduced tolerance to uncomfortable lighting conditions.
<b>Score 3:</b>	The student shows moderate toleration of uncomfortable lighting conditions.
<b>Score 4:</b>	Some decrease in tolerance to situations of light comfort.
<b>Score 5:</b>	The student tolerates the different factors that constitute the lighting environment.

## ATMOSPHERIC HYGIENE

### OBJECTIVE

To evaluate the tolerance of the student before the stimuli presented above.

### PROCEDURE

Once exposed the different stimuli (light, thermal and sound conditions) are noted, we will define average atmospheric hygiene.

### SCORING

<b>Score 1:</b>	The student shows total intolerance to hygienic factors.
<b>Score 2:</b>	The student presents a minimum tolerance towards the different hygienic factors.
<b>Score 3:</b>	The student shows moderate toleration towards different hygienic factors.
<b>Score 4:</b>	The student shows a certain decrease in tolerance towards the different factors that constitute the hygienic environment.
<b>Score 5:</b>	The student tolerates the different factors that affect atmospheric hygiene.

## DISPLACEMENT/MOBILITY

### OBJECTIVE

To evaluate the degree of mobility of the student within the community and in the center.

### PROCEDURE

The student has to perform simple displacements, within and outside the classroom and the center.

### SCORING

<b>Score 1:</b>	The student is accompanied by other people for any type of displacement.
<b>Score 2:</b>	The student travels to nearby places using the ordinary mode of transport, at all times with supervision from others. The student is accompanied by other people for any other type of travel.
<b>Score 3:</b>	The student travels to nearby places using the ordinary mode of transport that is regularly used, and is accompanied on routine trips. The student is familiar with shared areas within the school and can travel home independently.
<b>Score 4:</b>	The student travels to nearby places using the ordinary mode of transport that is regularly used. If making exceptional trips, the student is supervised. The student can travel and move around familiar places independently, with some difficulties coping with unforeseen situations, at the educational center and on the usual mode of transport.
<b>Score 5:</b>	The student travels to nearby places and takes transport alone that is regularly used, with neither accompaniment nor supervision on all types of transport to familiar places and to those visited for the first time. The student is capable of independent travel, even if unfamiliar with the destination, and can solve any unforeseen situation.

### NOTE

You can vary the procedure in nearby, familiar spaces and over longer distances. It is important to ask parents how daily travel is made.

## GROSS MOTRICITY: LOWER LIMBS

### OBJECTIVE

To assess the capability of the student to move and to perform other movements with the lower limbs.

### MATERIALS

None.

### PROCEDURE

The student is asked to perform a series of movements that will vary from simpler to more complicated ones. The use of prostheses will be assessed for displacement.

### SCORING

<b>Score 1:</b>	The student depends on either other people or the use of a wheelchair to move around. In this case, if accompanied displacement can be replaced by a prosthesis, the score will be a 2, if it is essential, the score will be a 1.
<b>Score 2:</b>	The student has limitations that hinder mobility and requires prosthetic measures or other support elements to move around: crutches, walking sticks, etc. The score will be a 2 even if the student is able to perform some movements without the help of a prosthesis.
<b>Score 3:</b>	The student presents limitations that slightly hinder mobility. However, no prosthetic measures are required.
<b>Score 4:</b>	The student presents very slight limitations or others that only affect certain very specific movements. For example, a slight limp or slight limitations articulating the foot.
<b>Score 5:</b>	Lower-limb mobility presents no type of problem. The student has no type of limitation for displacement.

## GROSS MOTRICITY: UPPER LIMBS

### OBJECTIVE

To evaluate the capability of the student to perform movements with the upper limbs.

### MATERIALS

Objects for gripping and grasping (ball, rubber, plastic cup, etc.).

### PROCEDURE

The student is asked to carry out a series of basic tasks such as: throwing a ball, picking up a glass, stretching a rubber, etc.

### SCORING

<b>Score 1:</b>	The student has no upper limbs or they are paralyzed.
<b>Score 2:</b>	The student has only one upper limb or it is paralyzed or very limited in its movements.
<b>Score 3:</b>	The student presents limitations that hinder upper-limb mobility. If the student can perform part although not all of the movement, the score will be 3, if on the contrary, the student is unable to start the movement or hardly manages to do so, the score will be 2.
<b>Score 4:</b>	The student has very slight limitations or others that only affect certain very specific movements. For example, full extension of the left arm is slightly limited.
<b>Score 5:</b>	The mobility of the upper limbs presents no problems of any type.

## GROSS MOTRICITY: OTHER BODY PARTS

### OBJECTIVE

To assess the capability of the student to perform movements with other parts of the body: hips, back, etc.

### MATERIALS

Rings and cones.

### PROCEDURE

The student is asked to perform a series of basic exercises, in which they will have avoid touching some cones or jump inside some rings or a combination of both. The difficulty and intensity will be varied, as each test is passed.

### SCORING

<b>Score 1:</b>	The student is unable to perform any activity that implies physical activity, however light it may be, or staying in the same position for a long period of time.
<b>Score 2:</b>	The student has limitations that make it difficult to perform continuous exercises or abrupt exercises.
<b>Score 3:</b>	The student has limitations that can make it difficult to perform abrupt physical exercises continuously. If unable to perform the exercises without help, the score will be a 2, if able to finish them alone, even if done for longer or not completely correctly, the score will be a 3.
<b>Score 4:</b>	The student has very slight limitations that do not affect the completion of most of the tasks.
<b>Score 5:</b>	The student presents no limitations of any type in these parts of the body.

## FINE MOTOR SKILLS AND MANIPULATIVE COORDINATION

### OBJECTIVE

To evaluate the capability of the student to perform precise movements with the hands.

### MATERIALS

Paper, pencil, rubber, crayons, etc.

### PROCEDURE

The student is asked to perform a series of basic tasks such as writing name and surname, painting a series of drawings, etc.

### SCORING

<b>Score 1:</b>	The student has no hands or both are completely paralyzed and is totally limited for activities that require precision.
<b>Score 2:</b>	The student shows severe limitations performing precise tasks with the hands, has problems controlling movements, and performs low-difficulty tasks, which require simple movements that require effort to do so.
<b>Score 3:</b>	The student shows certain limitations performing precise tasks with the hands, is able to perform tasks of medium difficulty that require mastery of basic manipulative skills, although training is needed for others that require greater dexterity.
<b>Score 4:</b>	The student is extremely capable at performing fast and precise hand movements, is able to complete tasks of high difficulty, and performs difficult tasks with highly precise movements, needing some time to control them.
<b>Score 5:</b>	The student is extremely capable at performing fast and precise hand movements, performs difficult tasks with highly precise movements, and has great manual dexterity.

## ASSERTIVENESS

### OBJECTIVE

To evaluate the capability of the student to express personal wishes, feelings, and interests.

### PROCEDURE

Active listening and speech is assessed. The teacher/evaluator must pay attention to the way that the student interacts, actively listens and empathizes with interlocutors, the way that personal wishes, opinions, feelings and interests are expressed; and, the way that information and help are requested.

### SCORING

<b>Score 1:</b>	The student presents no assertive behavior throughout the duration of the conversation.
<b>Score 2:</b>	The student only very exceptionally shows some behavior of an assertive nature.
<b>Score 3:</b>	The student presents some assertive behavior at some points during the conversation.
<b>Score 4:</b>	The student presents some assertive behavior throughout most of the conversation, or, presents most assertive behavior during certain phases.
<b>Score 5:</b>	The student presents repeated assertive behavior throughout the duration of the conversation.

## RELATIONS WITHIN THE CLASSROOM ENVIRONMENT, APATHY, SADNESS AND ISOLATION

### OBJECTIVE

To evaluate the capability of the student to relate to others and show their emotional state.

### PROCEDURE

A conversation is established with the student with typical questions: who are the student's friends, what are the student's playground activities and with whom are they done, who does the student sit next to in the classroom, and who would the student ask a doubt during a task.

### SCORING

<b>Scoring 1:</b>	The student has very poor relations with classmates and teachers, and has a general state of sadness and apathy.
<b>Scoring 2:</b>	The student hardly interacts with classmates and only does so when required by the situation. Occasionally, it may happen that the student avoids interaction with others or that it causes small altercations and arguments. Most of the time the student presents a state of sadness and apathy.
<b>Scoring 3:</b>	The student has proper relationships with classmates and teachers, neither initiates social interactions, nor prevents them, and occasionally presents a state of sadness and apathy.
<b>Scoring 4:</b>	The student maintains good relationships with classmates and teachers and, in general, has an emotional state that is happy and optimistic.
<b>Scoring 5:</b>	The student has very good relationships with classmates and teachers and is in a happy and optimistic emotional state.

### NOTE

The level of apathy and sadness of a student in a classroom can be established and ways to resolve it can be proposed, based on knowing who is sitting next to the student, the arrangement of the classroom, interaction with other classmates, whether the student is isolated or remains silent or is day-dreaming when completing an exercise.

## ADAPTATION CAPABILITY AND SELF-CONTROL

### OBJECTIVE

To evaluate the capability of the student to regulate personal behavior and to adapt to different or new situations.

### MATERIALS

Those required to carry out school work.

### PROCEDURE

The capability of the student will be assessed if the student manages to adapt to the tasks and the way in which the student reacts to frustration at not being able to perform a task or not adapting to it properly.

### SCORING

<b>Score 1:</b>	The student shows inappropriate behavior, needs continuous support and presents serious difficulties when adapting to different situations.
<b>Score 2:</b>	The student shows inappropriate behavior, little capability to adapt to new situations and requires frequent support.
<b>Score 3:</b>	The student has the capability to adapt to new situations, is capable of regulating personal behavior, and may occasionally require support.
<b>Score 4:</b>	The student is capable of self-regulating personal behavior, adapts behavior to the various situations that may arise, and on very few occasions usually needs support.
<b>Score 5:</b>	The student adapts with total independence to the various situations that may arise, as well as invariably showing self-regulated behavior.

## EMPATHY

### OBJECTIVE

To evaluate the capability of the student to stand in another person's shoes and to demonstrate a capability of doing so to the interlocutor.

### PROCEDURE

The attitudes and responses of the student to different school situations and/or through conversations are observed.

### SCORING

<b>Score 1:</b>	The student very exceptionally shows some empathetic behavior.
<b>Score 2:</b>	The student presents repeated non-empathetic behavior most of the time (does not actively listen, makes value judgments or expresses criticism, does not ask whether the interlocutor understands, expresses no understanding of the interlocutor, etc.).
<b>Score 3:</b>	The student presents some non-empathetic behavior most of the time or during certain phases.
<b>Score 4:</b>	The student shows empathetic behavior, although it is possible that some may not do so.
<b>Score 5:</b>	The student empathetically interacts always or most of the time.

### NOTE

Empathy may be evaluated through: active listening; asking the interlocutor about interests, opinions, wishes ...; saying "I know what you mean", "I understand"; on some occasions, summarizing what has been understood and asking the interlocutor whether it has been correctly understood; making no value judgments or criticism.

## IRRITABILITY AND MOOD SWINGS

### OBJECTIVE

To evaluate the capability of the student to tolerate frustration, not always to win, to have an attitude towards failure.

### PROCEDURE

The student's attitudes and responses are observed in relation to: the mistakes made, another person is better, the teacher denies the student any desire.

### SCORING

<b>Scoring 1:</b>	The student presents frequent and noticeable signs of irritability and mood swings.
<b>Scoring 2:</b>	The student presents frequent signs of irritability and mood swings.
<b>Scoring 3:</b>	The student occasionally shows signs of irritability and mood swings.
<b>Scoring 4:</b>	The student does not usually present signs of irritability and mood swings.
<b>Scoring 5:</b>	The student presents adequate emotional stability.

## PHYSICAL HEALTH

### OBJECTIVE

To evaluate the organic and physical functioning of the student.

### PROCEDURE

The accomplishment of different tasks or school activities are observed. It is important to consider the information provided by parents and/or legal guardians.

### SCORING

<b>Score 1:</b>	The student presents a serious state of health that can hinder the performance of the activities.
<b>Score 2:</b>	The student has serious limitations, due to the frequency and intensity of the student's condition.
<b>Score 3:</b>	The student has certain limitations with occasional or chronic conditions that can be of moderate or severe intensity.
<b>Score 4:</b>	The student has some limitations with few conditions and symptomatic stability.
<b>Score 5:</b>	The student has no physical limitations for the activity.

## MENTAL HEALTH

### OBJECTIVE

To evaluate the state of balance between the student and the social environment.

### PROCEDURE

The performance of different tasks or activities is observed in different contexts. It is important to consider the information provided by parents and/or legal guardians.

### SCORING

<b>Score 1:</b>	The student has a mental disorder and serious behavioral disorders that are a barrier to carrying out an activity.
<b>Score 2:</b>	The student has serious limitations, due to the frequency or the intensity of behavioral disorders.
<b>Score 3:</b>	The student has certain limitations and/or occasional maladjustment of moderate or severe intensity.
<b>Score 4:</b>	The student presents some limitations with few consequences and the symptoms are stable.
<b>Score 5:</b>	The student has no limitations for the completion of academic activities.

## STAMINA AND TIREDNESS

### OBJECTIVE

To evaluate the capability of the student to maintain physical effort and to withstand fatigue.

### PROCEDURE

The performance of different tasks and activities is observed, taking into account the number of times they stop, become distracted, etc.

### SCORING

<b>Scoring 1:</b>	The student is unable to maintain physical effort over a long period of time, and shows serious signs of fatigue.
<b>Scoring 2:</b>	The student has difficulty maintaining physical effort over a long period of time, often showing signs of fatigue.
<b>Scoring 3:</b>	The student is capable of maintaining physical effort over a long period of time, although sometimes shows signs of fatigue.
<b>Scoring 4:</b>	The student is capable of maintaining physical effort over a long period of time, and usually shows no signs of fatigue.
<b>Scoring 5:</b>	The student is capable of maintaining physical effort over a long period of time.

## TECHNICAL AID

### OBJECTIVE

To evaluate the need for the use of support products to carry out different activities.

### PROCEDURE

The performance of different activities is observed.

### SCORING

<b>Score 1:</b>	The student presents severe limitations even with technical aids.
<b>Score 2:</b>	The student requires different personalized technical aids, and adapted to each different activity that is performed.
<b>Score 3:</b>	The student has certain limitations for the performance of the activities, despite having technical help and supporting products.
<b>Score 4:</b>	The student will need technical aids to perform the activity, which the task may be performed with virtually no limitations.
<b>Score 5:</b>	The student requires no adaptation for the performance of the activities.

## DECISION MAKING

### OBJECTIVE

To evaluate the capability of the student to take personal decisions and in relations with other people.

### PROCEDURE

The student will enter a dialogue on personal issues (what they would change in their room, the clothes they wear, games, extracurricular activities, etc.) and on aspects that involve other people (who and what to play with, friends, etc.).

### SCORING

<b>Score 1:</b>	The student does not participate in decisions over situations that directly affect the student. Other people of importance do so for the student.
<b>Score 2:</b>	Even though the student is consulted, others generally take the decisions regarding the student's own life. In the questions on the personal life of the student, if the response is that the student would always ask permission from others, score with a 2. If the response is on any occasion, score with a 3.
<b>Score 3:</b>	Sometimes the student takes personal decisions, whether or not others are consulted, however, the most important decisions in the student's life are taken by other people of importance in the student's life.
<b>Score 4:</b>	The student takes no decisions without consulting other people of importance beforehand.
<b>Score 5:</b>	While sometimes consulting with other people of importance in the student's life, it is generally the student who takes the decisions regarding the student's own life.

## PACE OF WORK

### OBJECTIVE

To evaluate the capability of the student to adapt to a different pace of work.

### PROCEDURE

The completion of various activities is observed in relation to the pace of the work.

### SCORING

<b>Score 1:</b>	The student is unable to maintain the pace of work that the situation/activity requires.
<b>Score 2:</b>	The student is unable to maintain a certain (usually a slow) pace of work over a limited period of time. The student has many difficulties with other paces of work, throughout the duration of the task.
<b>Score 3:</b>	The student adjusts adequately to a certain (usually a slow) pace of work throughout most of the duration of the task. As in the previous case, the student has difficulties with other paces of work throughout the duration of the task.
<b>Score 4:</b>	The student adjusts perfectly to most of the paces of work, during most of the duration of the task.
<b>Score 5:</b>	The student adjusts perfectly to all sorts of paces of work, whether they are constant, variable, fast or slow.

## LEARNING OF TASKS AND PROBLEM-SOLVING

### OBJECTIVE

To evaluate the capability of the student to adapt to the difficulty of the activities.

### PROCEDURE

The completion of various activities of different degrees of difficulty is observed.

### SCORING

<b>Score 1:</b>	The student needs continuous support to solve the problems or difficulties and has great difficulty at assimilating any task, however simple it may be.
<b>Score 2:</b>	The student learns simple tasks, although very slowly, and almost always requires support when solving problems or overcoming difficulties.
<b>Score 3:</b>	The student learns medium complexity tasks. Occasionally, they require support to solve problems or to overcome difficulties.
<b>Score 4:</b>	The student has some difficulty with the completion of complex tasks, can independently solve most problems or overcome most difficulties, and may from time to time need support.
<b>Score 5:</b>	The student can independently solve the problems or difficulties that arise, can learn quickly, and shows a capability to complete complex tasks.

## ORGANIZATION

### OBJECTIVE

To evaluate the capability of the student to plan and to arrange materials to facilitate the completion of tasks.

### MATERIALS

Sheets of paper with instructions.

### PROCEDURE

The student is asked to organize a series of pictures that give instructions to complete the task.

### SCORING

<b>Score 1:</b>	The student neither organizes nor plans, even when reminded by the teacher and is very disorganized. Or, the student is only able to organize according to personal criteria and is very obsessive.
<b>Score 2:</b>	The student needs help to organize and to order the work.
<b>Score 3:</b>	The student organizes and orders the work with some difficulty.
<b>Score 4:</b>	The student knows how to organize and to order the work according to a given criterion.
<b>Score 5:</b>	The student organizes and orders the work effectively, even including group work.

## INTEREST

### OBJECTIVE

To evaluate the degree of satisfaction and involvement shown by the student towards the task.

### PROCEDURE

Observation of the attention shown throughout the tasks.

### SCORING

<b>Score 1:</b>	In general, the student is neither interested in the job nor shows no interest in any of the workshop or service-related tasks.
<b>Score 2:</b>	If obliged, the student will work routinely, but with little concern over the way the task is finished.
<b>Score 3:</b>	Occasionally, the student will need encouragement, to maintain interest in the work.
<b>Score 4:</b>	Generally, the student is interested both in the work and in learning other tasks, trying to finish it, and finding out how to improve it, etc.
<b>Score 5:</b>	The student has great interest in everything that is related to the work and/or to the tasks that are performed, suggesting possible improvements in the way it is done, and is always interested in learning.



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