A STUDY ON APPLICATION OF ADVANCED SOCIAL WORK ASSESSMENT SCALES AND TOOLS IN SPECIAL SCHOOLS

*Dr P.Srilekha, Assistant professor, Department of Social Work, Hindusthan College of Arts & Science, Coimbatore, Tamilnadu, India.
**Ms.Ridhy Mariyam Joy & Ms.Jithavardhini J, I MSW Students, Department of Social Work, Hindusthan College of Arts & Science, Coimbatore, Tamilnadu, India.

Abstract:

Assessment is a very crucial term in special education process. In the modern era everything seeking scientific and systematic approach, Special education also needs updated tools because it provides valuable insights into a student's cognitive abilities. Effective special education relies on assessment, which is the foundation of modern education because it gives us key to understand what a child needs. Assessment and evaluation in special education is a process that involves collecting information about a student for the purpose of making decisions. Assessment, also known as evaluation, can be seen as a problem-solving process that involves many ways of collecting information about the student (Swanson & Watson, 1989) In special education, there are many professional advanced scales and tools from different platforms that help to support the social workers to determine the student learning, and these tools make the evaluation more accurate. The whole teaching methodology is based on the assessment. Thus efficient assessment can help for betterment of the student in more effective way. Disability present in a student if diagnosed properly it is nearly half the problem solved for the mentor to proceed with future academic progression.

Key words: Advanced Assessment tools, special education, school social work.

Introduction

The use of advanced social work scales in special schools has been play a vital in identifying and addressing the unique needs of children with disabilities and special educational requirements. Traditional tools such as the Strengths and Difficulties Questionnaire (SDQ), Vineland Adaptive Behavior Scales (VABS), and Behavior Assessment System for Children (BASC) have been augmented by technological advancements, including Artificial Intelligence (AI), machine learning, and digital platforms. The use of these innovations can enable school counselors to design more effective programs by providing deeper insights into students' cognitive, emotional, and social functioning. AI-driven diagnostic platforms, speech recognition systems for nonverbal students, and mobile applications are digital tools that support early learning. The incorporation of technology fosters inclusive practices, providing ease of understanding for students with diverse abilities and creating opportunities for holistic development.

There are quite a lot of apps designed to help students with intellectual disabilities, including those with conditions like mental retardation. These apps can assist with identifying challenges and providing support in various ways such as improving cognitive skills, communication, and daily living skills. Some of these apps include:

1. **ABA Therapy Apps (e.g., ABA Flash Cards & Games):** These apps use Applied Behavior Analysis (ABA) principles to help children with intellectual disabilities learn important life skills, like communication, social skills, and basic academics.
2. **Autism Therapy Apps (e.g., Proloquo2Go):** While primarily designed for individuals with autism, these apps can help with communication difficulties, which may also benefit children with intellectual disabilities.
3. **Cognifit:** This app offers cognitive games to help enhance skills like memory, focus, and problem-solving, which can help in identifying areas where the student may need additional support.
4. **Choice works:** An app that helps children with autism and intellectual disabilities to manage their schedules, tasks, and routines, promoting independence.
5. **Reminders & Daily Schedule Apps (e.g., Visual Schedule Planner):** These apps use visual aids to help students follow routines and understand daily activities, which is especially helpful for children with intellectual disabilities.
6. **Speech Therapy Apps (e.g., Speech Blubs):** These are designed to improve communication skills and may benefit students with intellectual disabilities who struggle with speech.

Review of Literature

In the field of special education, it is always necessary to fully understand the assessment process and to be able to clearly communicate vital information to professionals, parents, and students (Pierangelo and Giuliani, 2006)

The process of educational evaluation in special education includes two basic stages: determining the performance of the individual and making educational adaptations within the principle of providing education in the least restrictive environment according to the results obtained (Aksoy & Şafak, 2020).

Technological initiatives, interventions, etc. for teaching and learning have also affected the way teachers assess students' learning performance. Digital technologies offer teachers the opportunity to improve and diversify their assessments of students in areas such as written communication skills, collaboration, teamwork and reflective thinking (Eyal, 2012)

Objectives of the Study

- To study the personal variables of the respondents
- To analyze the level of satisfaction parents, obtain when modern tools and techniques are used for student assessment in special schools where their children are studying,
- To find the relationship between personal variables and level of satisfaction

Research Methodology

Research Design: Descriptive research is adopted as it was found suitable for the study.

Universe: Parents of children in special schools in Coimbatore, Tamil Nadu, India has been selected as the universe of the study.

Sample size: The researcher has collected data from 84 respondents.

Tools of Data collection: A self structured questionnaire having 23 items based on components of satisfaction attained towards assessment tools used in special schools.

Major Findings

Association between Educational Qualification of the respondents and their level of Satisfaction

S.No	Educational Qualification	Level of Satisfaction			Total
		78-100	64-77	0-63	
1	DIPLOMA	11	35	6	52
2	UG	7	15	1	23
3	PG	0	6	3	9
	TOTAL	**18**	**56**	**10**	**84**

Chi-Square Tests

	Value	Df	Asymp . Sig. (2-Sided)
Pearson Chi-Square	7.392	4	.117

The significant value of the chi-square test shows .117 which is higher than p value (.117>.05). Hence it is concluded that it indicates a statistically significant result, meaning you would reject the null hypothesis.

Discussion:

According to a survey conducted by the Special Olympics Global Center for Inclusion in Education, 77% of parents were open to using technology. This defiantly gets aligned with our result parents' knowledge towards education makes them understand more about their child's needs. To assess such tools, it is important to consider appropriate AI tools and evaluation scales which could aid in reading, writing, math, memory, organization, listening, and other tasks. Observation and comparison are essential two ideologies to pick the appropriate approach.

Conclusion

Even though Assessment in special education is very complicated it is also important process that helps teachers build up individualized education strategy and measure advancement. By using a different type of assessment approaches and tools, linking parents and other professionals, and frequently assessing, evaluating and adjust teaching strategies, teachers can help their students be successful. Every special child is only one of its kind and has their own strengths and challenges. By taking multiple approach and tools to assessment, teacher can help all students reach their complete potential. With this vision of technology development, understanding of step by step clear breakthrough of assessment process in special education teachers can defiantly be game changers in the career of special children.

References

- Aksoy, V., & Şafak, P. (2020). 573 sayılı KHK'dan günümüze özel eğitimde eğitsel tanılama ve değerlendirme: Neredeyiz, nereye gitmeliyiz? Turkish Journal of Special Education Research and Practice.
- Eyal, L. (2012). Digital assessment literacy—The core role of the teacher in a digital environment. Journal of Educational Technology & Society, 15(2), 37-49.
- Pierangelo, R and Giuliani G.A (2006). Learning Disabilities: A Practical Approach to Foundations, Assessment, Diagnosis, and Teaching published by Pearson/Allyn and Bacon Stiggins, R. J. & A.
- Watson et al. (1988) Development and validation of brief measures of positive and negative affect: the PANAS scales.