

Getting started

We strongly recommend you read these instructions *before* you access the main program.

Installing the program

The CD-ROM contains the full SNAP program, which is licensed for two years from the date you install it on your computer (see below for more information about the licence).

Insert the SNAP CD into the CD-ROM drive. The program should then run automatically: if not, browse the CD in Windows® Explorer and select (double or single click) *loader.exe*.

First, you will be asked to read and accept the licence terms (see below). You can then select **Install SNAP** and follow the on-screen instructions. (If your PC is configured for network use, you may need to consult your network administrator in order to install SNAP.)

The SNAP program is a 32-bit Windows® program. It requires a PC running Windows® 98 or above with a Pentium or faster processor with at least 32Mb of memory (64Mb recommended) and approximately 10Mb of disk space, mouse and SVGA monitor, set to a screen resolution of 800×600 or higher.

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Note: as the number of data stored increases, the required disk space will also grow.

The installation will automatically put an icon (the SNAP logo) on your desktop. Clicking this icon will run the main SNAP program. *Note that the SNAP CD must be in the CD-ROM drive in order to run.*

Password protection

When you first open the program, new users will be presented with an on-screen box asking for a password: enter 'SNAP' (in capital letters) and click the 'OK' button to proceed.

You are strongly advised to set your *own* password – to protect both client confidentiality and your own data. To do this, select Utilities on the main menu screen and click on the 'Password' tab: enter the 'old' password ('SNAP', in capitals), then enter your new password, re-enter it to verify the new password, then click 'OK'. To access the program again, you will need to use your *new* password, so be sure to keep a note of it somewhere safe (and remember to tell any other authorised users).

Follow the same procedure if you subsequently wish to change your password.

If you have previously used SNAP Version 1 . . .

If you have previously used SNAP Version 1 to record assessments on the same computer, Version 2 will not alter your existing pupil or assessment data files in any way. On first loading, it will detect these data files and import them intact into the database for SNAP Version 2, where they will remain accessible through the 'Existing Pupils' list. The profile from each assessment will nevertheless be 'frozen' in its Version 1 format.

Your existing Version 1 password will also be carried over unchanged.

Among other enhancements to the working of the program, SNAP Version 2 offers a number of new utilities that streamline use of the application and allows you to customise it to match your own preferences. Thus, for example, via the new **Utilities** facility you now have the option to automatically advance to the next question as you select each answer, without having to click on 'Next' each time; and if you want to skip a complete section in the Pupil Assessment Questionnaire – because you are sure it has no bearing on a pupil's difficulties – an option to autofill a complete section with 'No problem' answers can also be turned on or off. Regular users can now choose to remove the message boxes that provide information as to the application's progress. Similarly the standard functions to change passwords and printer settings are also available. The generated output is, by default, stored in your My Documents\SNAP folder, but if you want to save your SNAP files in a different folder, or on a different drive, you can now specify where you want the information stored.

Licensing

The licence terms are given in full on, and can be printed from, the SNAP CD-ROM.

The SNAP program is provided 'as is' for **single PC, single user** use only. This includes use by peripatetic staff, who may use the SNAP program on different sites, provided that the program is installed only on a single laptop. The licence also allows more than one user within a school to access the SNAP program, provided that it is installed only on a single PC. Under no circumstances should the CD-ROM be copied (except to provide a single copy for back-up purposes) or installed in such a way as to allow access over a network.

The software is licensed for use for two years from the date you first install it on your computer. This form of licence provides a mechanism whereby, as SNAP is refined and the program revised and updated over time, all users will remain broadly in step. This means that SNAP will continue to provide a 'common currency', and that the ongoing research which underpins the package will benefit all users.

The program will automatically start to display an on-screen notice from the point at which your licence has less than three months remaining, to remind you. You will

then need to renew the program by purchasing a new copy, of the latest version: all of your existing data will continue to be fully available to you. If you choose not to renew, your existing data will continue to be accessible, but you will not be able to amend existing SNAP files or to create new ones.

Using SNAP

When using SNAP, the following sequence is probable:

1. decide whether SNAP is an appropriate instrument for the child;
2. if so, engage the child's family in the process;
3. open a SNAP file, and enter the child's name, date of birth and other pupil data;
4. gather data from the family, using the **Information from the Family** questionnaire, and record the answers to the questions on-screen;
5. use the **Pupil Assessment Questionnaire** to gather data from the class/subject teachers, classroom assistants, or any other person who is familiar with the child's work and behaviour in school;
6. get the pupil to complete the **What I Feel** (self-esteem) questionnaire – with adult help – if wished;
7. answer as many as possible of the SNAP questions on-screen, using supplementary diagnostic probes as needed;
8. call up and print off the Profile of the child's difficulties;
9. provide parental feedback information;
10. provide and act upon teacher feedback information.

1. Is SNAP the right instrument for this child?

SNAP may be used with a child already well known to the support services, but is equally very suitable for gaining a comprehensive overview when the first evidence of a learning difficulty is noticed.

2. Engage the family in the process

A sample letter is included at the end of this SNAP User's Kit (this is also provided as a Word document on the CD-ROM, to adapt as necessary).

3. Opening a SNAP file

Click on the SNAP icon, and follow the on-screen instructions for **New Pupil**. You do not need to enter data into *every* space on the 'Pupil Data' dialog box, but the

pupil's name and date of birth are essential, and the use of an ID/Unique Pupil Number strongly recommended. You can record pupil notes in the panel at the foot of the box. Peripatetic users can enter and access multiple school names via a drop-down list. *Enter all dates in the format dd/mm/yyyy.*

Answers to the questions may be drawn from the SENCO/Learning Support teacher, from the class teacher (and classroom assistant), and from the home. The answers may be entered directly on-screen; or they may be gathered via the questionnaire booklets for you to enter subsequently on-screen.

After entering the pupil's name and other details, you can then click on the *Save and Close* button, if information is being gathered from other sources (see 5 and 6, below) to be entered later.

If you wish to proceed to answer some or all of the questions immediately, first click on *New Assessment* in the Assessments box and complete the entries in the 'new assessment' dialog box which appears (date; pupil's class/year; and your name: the pupil's age will be displayed automatically). Clicking on *Save and Exit to Questions* will then take you to the instructions for completing the questionnaire, and thence to the Questionnaire menu. Click on *Reading* (or other section, if you wish to begin at a different point), and simply follow the on-screen instructions.

4. Using the 'Information from the Family' questionnaire

The **Information from the Family** questionnaire will normally be passed to the child's parent(s), and the answers then entered on-screen by the school. Parents should be encouraged to answer all the questions if they can.

There is provision in the 'Pupil Data' dialog box to record who has completed the Family questionnaire, and when.

5. Gathering information from school staff who know the child – the Pupil Assessment Questionnaire

The **Pupil Assessment Questionnaire** will normally be filled in by a teacher who knows the child's classwork well – usually this will be the child's current teacher, but sometimes it may be a previous teacher, or a classroom or special needs assistant. It will save time if it can be entered directly on-screen, rather than onto the questionnaire booklet for subsequent inputting, but this may not always be practicable. At secondary level, learning support/special needs staff are likely to be able to complete most questions, but may wish to draw upon pastoral or subject staff as appropriate.

6. The Self-esteem analysis

If including the Self-esteem analysis, arrange for the pupil to complete the **What I feel** self-esteem questionnaire, with or without adult assistance; or arrange for a suitable adult to complete it.

Clearly, self-esteem is best accessed by self-report, and the questions in this booklet are phrased for direct response by the pupil; but where it is thought that a child is not sufficiently mature for this, the questions may be completed by an adult who knows the child well, in collaboration with the child, or not, as seems best.

7. Completing the questions and using the diagnostic probes

There are 140 questions, in sixteen separate sections, including **Information from the Family**. It is not essential to answer all of the questions: where no answer to a question, or whole section of questions, is entered, it will be processed as if the answer had been in the *'no noticeable problem/not noticed'* category.

Your role is to make sure as many questions as possible are answered by parents and school staff, and entered on-screen, either directly or from the questionnaire booklets. Where classroom staff have not been able to answer a question, you should do so if possible.

A number of the questions may not be easily answered, by you or by the class teacher. The SNAP Diagnostic Probes are available to help answer these, if they are needed. Each should take only a few minutes. For those tasks that are timed, an on-screen timer can be used by clicking on the main menu timer icon.

An ideal scenario might be for school staff who know the child to answer the questions together, sharing their views and thereby making the answers less subjective. But often this will not be practicable. Where there are conflicting answers to a question, the answer entered will depend upon your professional judgement.

8. Profiling the child's difficulties

Once the questions have been answered on-screen, clicking on the **Profile** button will bring up a bar chart showing the apparent prominence of each of the 18 specific difficulties or factors. To print, use the on-screen button. Advice on interpreting the results is given in Section 4.

For steps 9 and 10 (providing parental feedback information, and providing and acting upon teacher feedback) see Section 4: *Interpreting and using the results*.

The other option boxes on the Menu screen

There are two other option boxes on the main menu screen that you need to know about.

Change Pupil is self-explanatory – when you click on it, it offers you a choice of **New Pupil** or **Existing Pupil**. Selecting **New Pupil** allows you to start a new assessment, entering pupil data as before.

Existing Pupil takes you to your data files of completed assessments, and allows you to look again at a child's assessment.

IMPORTANT: You can update a Profile at any time simply by returning to the questions, and adding/changing your answers to the questions: *this will overwrite your existing data files.*

If you want to keep the original Profile but make a new assessment some time later (perhaps after referral and intervention), click on *New Assessment* in the 'Pupil Data' dialog box and assign the new assessment date, etc. This procedure (which can be repeated as often as may be appropriate) ensures that all previous assessments, and the Profiles, are still available to you, unchanged, in the database. Note that all such (re)assessments will reference the original **Information from the Family** data.

If you wish to retain your existing assessments of a pupil, but want to make a complete re-assessment which includes updated **Information from the Family** data, you will need to create a new **SNAP** file for that pupil, using a numeric suffix to the surname (e.g. *J.Smith2*) to signify that it is a re-assessment. The original Profile(s) will then still be available, unchanged (e.g. as *JSmith*) and stored by assessment date, in the database.

Matrix allows you to take an overview of the answers for a child. By scrolling down, you can see all the questions, and to the right are the values that have been entered (ranging from 4 for serious difficulty, to 0 for no difficulty). If you require a hard copy of the answers recorded for all of the **SNAP** questions, the on-screen Print button on the Matrix gives you this facility.