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Getting started

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

Installing the program

The CD-ROM contains the full SNAP Version 3 program, which is licensed for two years from the date you install it on your computer (see below for more information about the licence). It can be installed on a desktop PC or on a laptop.

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[®] application that requires the .Net framework 1.1 to be installed on your PC in order to run: this will be checked during the installation of SNAP and you will be prompted to install it if necessary. To run the framework and application, you require a PC running Windows[®] 2000, XP or Vista[™] with a Pentium or faster processor, with at least 256 Mb of memory (512 Mb recommended) and approximately 200 Mb of disk space to install the program (and an extra 150Mb if you need to install the .Net framework) and 100 Mb to run it. You will also need a mouse and SVGA monitor, set to a screen resolution of 1024×768 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 SNAP3 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, you will be presented with an on-screen 'login' 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, click on the 'Change Password'

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button in the 'login' box: 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 2

If you have used previous versions of **SNAP** to record assessments on the same computer, Version 3 will not alter your existing pupil or assessment data files in any way. On first loading, it will detect these data files and offer you the option to import them intact into the database for **SNAP** Version 3, where they will remain accessible through the 'Existing Pupils' list. The profile from each assessment will nevertheless be 'frozen' in its original format: it can be accessed through the '*View SNAP2 data*' facility.

Your existing **SNAP** password will also be carried over unchanged.

Utilities and preferences

Among other enhancements to the working of the program, **SNAP** Version 3 offers a number of utilities that streamline use of the application and allows you to customise it to match your own preferences. Thus, for example, via the **Utilities** facility you have the option to automatically advance to the next question as you select each answer, without having to click on 'Next' each time. Regular users can 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 – including a network drive, if you wish to make your **SNAP** data available to others, or to benefit from automatic back-up – you can specify where you want the information stored.

A useful new facility allows you to make the content of the personalised information sheets more *age-appropriate* to the individual pupil. Thus, students of secondary-school age will not be provided with information about resources, etc, which are clearly more relevant to primary-age pupils, and vice-versa. This is the default: if you wish to include *all* available information, you should tick the '*Show all output*' box in the Preferences window. (Pupils aged between 11 and 12 will always receive all available information, which you can then edit as appropriate.)

Licensing

The licence terms are given in full and have to be accepted before you can install the program. If required, at first installation you can print a copy by selecting, copying (Ctrl+C) and pasting the text.

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 to the **SNAP** program (as distinct from your own **SNAP** data) 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.

User support

If you experience any problems in using **SNAP**, and the issue is not covered in this **User’s Handbook**, please email e-support@hodder.co.uk or telephone 020 7873 6448. Use the Register for Updates facility (accessible from the Main screen) to receive emailed notification of future program updates.

Using SNAP

When using **SNAP**, the following sequence is probable:

1. decide whether **SNAP** is an appropriate instrument for the pupil;
2. if so, open a **SNAP** file, and enter the pupil’s name, date of birth and other pupil data;
3. engage the pupil’s family in the process;
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 pupil’s work and behaviour in school;
6. arrange for the pupil (ideally) to complete the self-esteem questionnaire, either using the *What I Feel* booklet or answering directly on-screen;
7. answer as many as possible of the **SNAP** questions on-screen, using supplementary diagnostic probes as needed;

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8. call up and print off the core profile and any relevant expanded profiles of the learner's difficulties;
9. provide parental feedback information;
10. provide and act upon teacher feedback information;
11. review progress, at appropriate intervals.

1. Is SNAP the right instrument for this pupil?

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. 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' dialogue box, but the pupil's name and date of birth are essential, and the use of a Pupil ID 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. (If you have previously used SNAP Version 2 and have SNAP2 assessments saved on the same computer, you can import your existing pupil data by clicking first on **Existing Pupil** and then on the *Import* button.)

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, clicking on the **Close** button will automatically save your data, 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 *Add New Assessment* in the Assessments box and complete the entries in the 'new assessment' dialogue box which appears (date; pupil's class/year; and your name: the pupil's age will be displayed automatically). Clicking on **Go to Questionnaire** will then take you to the instructions for completing the questionnaire, and thence to the Questionnaire menu. Click on *Reading and Spelling* (or other section, if you wish to begin at a different point), and simply follow the on-screen instructions.

3. Engage the family in the process

A sample letter is included on page 25 of this **User's Handbook**, which you can adapt as necessary. Once you have opened a SNAP file for the pupil, clicking on *Send Letter to Parents* will create a personalised copy of this letter as a Word

document: simply address it and amend or select the 'please return by' date, make any other changes you wish, and print the letter.

4. Using the 'Information from the Family' questionnaire

The *Information from the Family* questionnaire will normally be passed to the pupil'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' dialogue box to record who has completed the Family questionnaire, and when.

Pupil Data

First Name Date of Birth

Middle Name(s)

Gender

Surname Pupil ID/UPN

School

Send letter to parents

Information from the Family on

questionnaire completed by (name and relationship)

Pupil assessment

Assessment 1	Date
<input type="text" value="Add New Assessment"/>	<input type="text" value="9"/> <input type="text" value="May"/> <input type="text" value="2008"/>
Class/Year	<input type="text" value="7C"/>
Assessor	<input type="text" value="S.E.N. Coe"/>
Age at date of assessment	<input type="text" value="12 yrs 0 mths - 144 mths"/>

What I Feel on

questionnaire completed by (name and relationship, if not pupil)

Notes

Go to questionnaire **View profile** **View matrix** **Compare assessments** **Close**

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

The *Pupil Assessment Questionnaire* will normally be filled in by a teacher who knows the learner's classwork well – usually this will be the pupil'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

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able to complete most questions, but may wish to draw upon pastoral or subject staff as appropriate.

6. The Self-esteem analysis (optional)

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 learner is not sufficiently mature for this, the questions may be completed by an adult who knows the youngster well, in collaboration with the youngster, or not, as seems best. Older pupils can be invited to answer the *What I Feel* questionnaire directly on-screen.

7. Completing the questions and using the diagnostic probes

In total, there are 133 questions, in eleven separate sections, including *Information from the Family* (twelve sections, with a further 20 questions, if *What I Feel* is used).

Your role is to make sure that 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 button which appears.

An ideal scenario might be for school staff who know the pupil 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.

You can review (and print out) the responses which have been entered for each question by clicking to **View Matrix**.

8. Profiling the pupil's difficulties

Once the questions have been answered on-screen, clicking on the **View Profile** button will bring up a **Core Profile** – a bar chart showing the apparent prominence of each of the main specific difficulties or conditions.

Clicking the + sign shown for some of the bars will yield an expanded, more detailed profile of that strand. The strands that can be expanded to yield more detailed analysis in this way are:

- Attentional and hyperactivity difficulties
- DCD/Dyspraxia
- Literacy difficulties
- Working memory difficulties
- Spoken language difficulties
- Visual and visual processing difficulties
- Self-esteem.

To print or send (email) a copy of the profile, use the appropriate on-screen button.

You can also view, print and send a **Full Profile**: this displays all of the strands and sub-strands, and provides a convenient, single-sheet record and assessment overview – but you will need to return to the Core Profile to generate the SNAP information sheets, and/or to review progress.

Advice on interpreting the results is given in Section 3 (where the new ‘confidence indicator’ is also explained).

For steps 9 and 10 (providing parental feedback information, and providing and acting upon teacher feedback) see Section 3: *Interpreting and using the results*.

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 *Add New Assessment* in the ‘Pupil Data’ screen 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, and can be compared using the Compare facility (see below).

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 *J.Smith*) and stored by assessment date, in the database. Note that assessments recorded in *different SNAP files cannot* be compared directly via the Compare facility.

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11. Reviewing progress

SNAP Version 3 allows you to select any two previous assessments and to compare them, at both ‘macro’ (Core Profile) and ‘micro’ (individual question) levels. From the Pupil Data screen, click to **Compare Assessments**: all the assessments available for that pupil are listed, with their dates. Select the two you wish to compare, and then click to view either the Profile or the Matrix. A Key (provided as a button at top right) enables you to identify the two assessments you are comparing.

The Matrix

Matrix allows you to take an overview of the answers for a pupil. By scrolling down, you can see all the questions, and can review the answers that have been entered. 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.

The response to each question is shown as a tick in the appropriate box (corresponding to the boxes on the printed and on-screen questionnaires). A graduated background tint indicates the ‘directionality’ of the response scale, from ‘problem’ (darker tint) to ‘no problem/not noticed’ (no tint). This is reinforced by the ‘smiley’ shown to the right: ☺ = no problem/positive response, while ☹ = problem/negative response.

The smileys are particularly useful when you are *comparing* separate assessments via the Matrix, and the response to an individual question has changed: a *green* smiley indicates at a glance that there has been some improvement; a *red* smiley, on the other hand, suggests some worsening in the more recent assessment.

Questions which have either been omitted altogether, or answered as ‘*Don’t know*’, are shown with a cross in place of the smiley.