

### M08A

## Teaching Children with Severe Learning Difficulties/ Profound and Multiple Difficulties/ Complex Learning Difficulties and Disabilities – Skills & Knowledge

1.	Short Code	M08A
2.	Title	Teaching Children with Severe Learning Difficulties/ Profound and Multiple Difficulties/ Complex Learning Difficulties and Disabilities – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability
7.	Module Leader	Margaret Mulholland (Swiss Cottage Teaching School)
8.	Accredited by	
9.	Module Requisitions	
	(cc) Pre-requisite	None
	(dd) Programme Restriction	None
	(ee) Level restrictions	None
	(ff) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	<b>Aims</b>	<ul style="list-style-type: none"> <li>• To increase participants' skills to identify how the communication of children with SLD/PMLD/CLDD can be developed.</li> <li>• To develop participants' skills in identifying how communication between the child, their families and professionals can be developed and enhanced.</li> <li>• To develop participants' understanding of the legislation and current trends relating to SLD/PMLD/CLDD.</li> <li>• To develop participants' understanding of other services working with Children with SLD/PMLD/CLDD.</li> <li>• To develop participants' understanding of safeguarding, privacy and dignity issues in relation to physical/ personal care needs and medical support of Children with SLD/PMLD/CLDD.</li> <li>• To develop skills to identify the impact on family relationships and functioning in families with a child with SLD/PMLD/CLDD.</li> <li>• To develop understanding of family centred/ family focussed practice.</li> <li>• Increase confidence in the use of approaches which facilitate positive changes in behaviour.</li> </ul>
12.	<b>Learning Outcomes Knowledge</b>	<p>On successful completion of this module, students will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Key aspects of physical/personal care and medical support likely to be encountered in children with SLD/PMLD/CLDD and related safeguarding privacy and dignity issues.</li> <li>2. Theories, working models and policies relating to key concepts of family-centred practice.</li> <li>3. Relevant legislation relating to practice with Children with SLD/PMLD/CLDD.</li> </ol>

	<p>4. Current research and policy regarding the communication development needs of children with SLD/PMLD/CLD.</p> <p>5. The roles of different services involved with child with SLD/PMLD/CLDD, e.g. occupational therapy, physiotherapy, educational psychology.</p> <p><b>Skills</b> On successful completion of this module, students will be able to:</p> <p>6. Critically analyse relevant research and consider implications for practice for children with SLD/PMLD/CLDD.</p> <p>7. Engage in critical reflection of current practice and areas for development, informed by research and evidence based approaches.</p> <p>8. Demonstrate evidence of facilitating positive changes in behaviour in children with SLD/PMLD/CLDD. Evaluate impact of a chosen intervention.</p>
13.	<p><b>Syllabus</b></p> <p>Introduction to SLD/PMLD/CLDD: relevant legislation, history, definitions. Legislation regarding the communication needs of children with SLD, PMLD, CLDD. Legislation regarding working with families. Establishing functions and definitions of communication. Theories of communication, Piaget, Vygotsky, Bruner. Development of communication at the heart of the learning process for children with SLD/PMLD/CLDD. Importance of communication development for inclusion within setting with children with variety of need, learning disability and disability. Developing range of teaching and learning strategies to help develop communication skills, including interactive and multi-sensory approaches. Teaching styles which take account of communication strategies for the child, in order for them to understand and equally for them to be enabled to express their knowledge and skills. Personalised learning plans. Typical early childhood development as framework for understanding development of communication skills in children with SLD,PMLD,CLDD, and its practical application for teaching styles. The importance of creativity in the curriculum and the use of art to extend possibilities for communication. Working with barriers to achievement – Government legislation. Empowering and involving children as active participants in their learning - barriers and strategies. Improving and developing communication with families – Lamb enquiry (2009). Developing communication; intervention paradigms – behaviourist, interactive, therapeutic. Bruner’s modes of learning/development of play. Working with pre-intentional communicators. Peer communication. Use of assistive technology devices/ signs and symbols to assist communication. <i>Working with Families:</i> The impact of a child with SEND on the whole family. Working with fathers, mothers, siblings, other involved family members. Involving families in planning. Family-centred approaches. <i>Working with other services:</i> Roles of other professionals involved in the child’s education and care. <i>Key aspects of physical/ personal care and medical support including:</i> toileting and toilet training; dressing and changing; feeding; puberty issues; medication, epilepsy. <i>Safeguarding issues:</i> privacy, and dignity, person-centred care.</p>
14.	<p><b>Learning and teaching</b> will be via distance education using Real Training’s online</p>

Virtual Learning Environment, Campus Online.

A second blended learning option (to include face to face work in an appropriate school) will also be offered for this module.

Students access the study topics, including the learning activity instructions and supporting content through Campus Online.

Campus Online is an integrated environment that:

- Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.
- Allows students to manage and track their progress through the activities and assessments.
- Enables students to submit their evidence and assignments, and receive feedback from their tutors.

As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.

These activities include:

- Reflection on practice, structured through 'learning log' online entries.
- Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.
- Problem-based learning scenarios.

There is access to supporting content including:

- Directed reading of selected papers, book chapters, specialist online materials.
- Use of case study examples, videos and other learning materials.

Campus Online also supports a collaborative learning environment with:

- Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.
- Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.
- Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.

#### **Assessment Strategy**

- **Critical analysis (3000 words):** A written assignment about SLD, PMLD or CLDD that includes a case study of a child or young person. This should include background information about the policy and legislative context involved in this area of education and show how practice is informed by a body of research evidence. (1-5, 6,7)
- **Practice analysis 1 (1500 words or equivalent):** A curriculum plan demonstrating integration of theory and practice. (6,7)
- **Practice analysis 2 (1500 words or equivalent):** A behaviour management plan demonstrating integration of theory and practice, 1500 words (5,7,8)

Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.

15.	<b>Assessment Weighting</b>	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	<p><b><u>Learning materials</u></b></p> <p><b><u>Essential</u></b></p> <p>The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include:</p> <p>Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: <a href="http://www.education.gov.uk/lamb/">www.education.gov.uk/lamb/</a></p> <p>Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: <a href="http://www.education.gov.uk/complexneeds/">www.education.gov.uk/complexneeds/</a></p> <p>Directed use of appropriate legislation, Government guidance and reports.</p> <p>The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.</p> <p>The resource bank area of the module website.</p> <p><b><u>Indicative</u></b> <span style="float: right;"><b><u>reading</u></b></span></p> <p>Aird, R. and Aird, K. (2006) Distinctive pedagogy and the development of specialist curriculum matter in the education of pupils who have profound and multiple learning difficulties, <i>The SLD Experience</i>, 46; 15-19</p> <p>Aird R (2001) <i>The Education and Care of Children with Severe, Profound and Multiple Learning Difficulties</i>. London, David Fulton Publishers.</p> <p>Anning A., Cottrell D., Frost N., Green J. and Robinson M. (2006) <i>Developing Multiprofessional Teamworking for Integrated Children's Services</i>. Maidenhead: Open University Press.</p> <p>Armstrong, A.C., Armstrong, D. and Spandagou, I. (2010) <i>Inclusive Education International Policy and Practice</i>. London: Sage.</p> <p>Barker, C. (2009) <i>The Curriculum Challenge</i>. <a href="http://preview.tinyurl.com/33qg2r7">http://preview.tinyurl.com/33qg2r7</a></p> <p>Bee, H. and Boyd, D. (2010) <i>The Developing Child</i> (12th edition). London: Allyn and Bacon.</p> <p>Blakemore, S., Frith, U. (2005) <i>The Learning Brain: Lessons for Education</i>. London: Blackwell Publishing.</p> <p>Carpenter B, et al (2011) Having new eyes: engaging children and young people with complex learning difficulties and disabilities in learning, <i>PMLD Link</i>, 23 (2), 69, 4-6.</p> <p>Carpenter, B. (2010) <i>The Family Context, Community and Society</i>. London: Specialist Schools and Academies Trust.</p> <p>Carpenter, B., Cockbill, B., Egerton, J. and English, J. (2010) Children with complex learning difficulties and disabilities: developing meaningful pathways to personalised learning, <i>The SLD Experience</i>, 58: 3-10.</p> <p>Carpenter, B. (2010) <i>New generation pedagogy: evolving and personalising</i></p>	

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Dittrich W. H., Tutt R. (2008) *Educating Children with Complex Conditions: Overlapping and Coexisting Developmental Disorders*. Sage Publications Ltd.

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Imray, P., Gazquez Navarro, D. and Bond, L. (2010) A PMLD Curriculum for the 21st Century, *The SLD Experience*, issue 58.

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Lewis, A. (2001) 'Assessment', in Carpenter, B., Ashdown, R. and Bovair, K. (eds.) *Enabling Access: Effective Teaching and Learning for Pupils with Learning Difficulties*. London: David Fulton Publishers.

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Scope (2012): *Cerebral Palsy Toolkit*. Available at: <http://preview.tinyurl.com/5unljr2> (Accessed: 26 June 2012).

Siraj-Blatchford, I., Mayo, A., Melhuish, E., Taggart, B., Sammons, P. and Sylva, K. (2011) 'Performing against the odds: developmental trajectories of children', in *the EPPSE 3-16 study*. London: Department for Education.

Tilestone C. (Ed.) *Teaching Pupils with Severe Learning Difficulties*. London: David Fulton Publishers.

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