

**M08A****Severe Learning Difficulties/ Profound and Multiple Difficulties/ Complex Learning Difficulties and Disabilities – Skills & Knowledge**

1.	Module Code	M08A
2.	Title	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	
	Module Requisitions	
	(a) Pre-requisite	None
	(b) Programme Restriction	None
	(c) Level restrictions	None
9.	(d) 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.	<p><b>Learning Outcomes</b></p> <p><b>Knowledge</b></p> <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> <li>4. Current research and policy regarding the communication development needs of children with SLD/PMLD/CLD.</li> <li>5. The roles of different services involved with child with SLD/PMLD/CLDD, e.g. occupational therapy, physiotherapy, educational psychology.</li> </ol> <p><b>Skills</b></p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>6. Critically analyse relevant research and consider implications for practice for children with SLD/PMLD/CLDD.</li> <li>7. Engage in critical reflection of current practice and areas for development, informed by research and evidence based approaches.</li> <li>8. Demonstrate evidence of facilitating positive changes in behaviour in children with SLD/PMLD/CLDD. Evaluate impact of a chosen intervention.</li> </ol>
13.	<p><b>Syllabus</b></p> <p>Introduction to SLD/PMLD/CLDD: relevant legislation, history, definitions.</p> <ul style="list-style-type: none"> <li>● Legislation regarding the communication needs of children with SLD, PMLD, CLDD.</li> <li>● Legislation regarding working with families.</li> <li>● Establishing functions and definitions of communication.</li> <li>● Working with barriers to achievement – Government legislation.</li> </ul> <p>Theories of communication, Piaget, Vygotsky, Bruner.</p> <ul style="list-style-type: none"> <li>● Development of communication at the heart of the learning process for children with SLD/PMLD/CLDD.</li> <li>● Importance of communication development for inclusion within setting with children with variety of need, learning disability and disability.</li> <li>● 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.</li> <li>● Developing communication; intervention paradigms – behaviourist, interactive, therapeutic. Working with pre-intentional communicators.</li> <li>● Peer communication.</li> <li>● Use of assistive technology devices/ signs and symbols to assist communication.</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>● The importance of creativity in the curriculum and the use of art to extend possibilities for communication.</li> <li>● Personalised learning plans.</li> <li>● Empowering and involving children as active participants in their learning - barriers and strategies.</li> <li>● Bruner's modes of learning/development of play.</li> </ul> <p>Working with Families:</p> <ul style="list-style-type: none"> <li>● Improving and developing communication with families – Lamb enquiry (2009).</li> <li>● The impact of a child with SEND on the whole family.</li> <li>● Working with fathers, mothers, siblings, other involved family members.</li> <li>● Involving families in planning.</li> <li>● Family-centred approaches.</li> </ul> <p>Working with other services:</p> <ul style="list-style-type: none"> <li>● Roles of other professionals involved in the child's education and care.</li> </ul> <p>Key aspects of physical/ personal care and medical support including: toileting and toilet training; dressing and changing; feeding; puberty issues; medication, epilepsy.</p> <p>Safeguarding issues: privacy, and dignity, person-centred care.</p>
14.	<p><b>Learning and teaching</b> will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>A second blended learning option (to include face to face work in an appropriate school) will also be offered for this module.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allows students to manage and track their progress through the activities and assessments.</li> <li>● Enables students to submit their evidence and assignments, and receive feedback from their tutors.</li> </ul> <p>As this module is focused on Skills &amp; 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</p>

	<p>Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> <li>● Reflection on practice, structured through 'learning log' online entries.</li> <li>● Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.</li> <li>● Problem-based learning scenarios.</li> </ul> <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> <li>● Directed reading of selected papers, book chapters, specialist online materials.</li> <li>● Use of case study examples, videos and other learning materials.</li> </ul> <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> <li>● Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.</li> <li>● Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.</li> <li>● Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.</li> </ul> <p><b>Assessment Strategy</b></p> <ul style="list-style-type: none"> <li>● <b>Critical analysis (3000 words):</b> 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)</li> <li>● <b>Practice analysis 1 (1500 words or equivalent):</b> A curriculum plan demonstrating integration of theory and practice. (6,7)</li> <li>● <b>Practice analysis 2 (1500 words or equivalent):</b> A behaviour management plan demonstrating integration of theory and practice, 1500 words (5,7,8)</li> </ul> <p>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.</p>	
	<b>Assessment Weighting</b>	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
15.	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A

18.

### Learning materials

The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.

Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.

#### List supplied for revalidation event:

Bigby, C, 2012, 'Social inclusion and people with intellectual disability and challenging behaviour: A systematic review', *Journal Of Intellectual & Developmental Disability*, 37, 4, pp. 360-374, Education Research Complete, EBSCOhost, viewed 23 October 2014.

Brown, E, 2012, 'Promoting staff support in schools: Solution Circles', *Educational Psychology In Practice*, 28, 2, pp. 177-186, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 23 October 2014.

Challenging Behaviour Foundation, 2011, *Communication and Challenging Behaviour*. Available: <https://www.youtube.com/watch?v=JhLqkW-j8PY>. Last accessed 23/10/14.

Challenging Behaviour Foundation, 2012, *Understanding Challenging Behaviour*. Available: <https://www.youtube.com/watch?v=tQTx26ELkSs>. Last accessed 23/10/14.

Department for Education, 2012, *Introducing intensive interaction to children with severe learning difficulties*. Available: <https://www.youtube.com/watch?v=7k-1FwTBtlc>. Last accessed 23/10/14.

Dilworth, J, Phillips, N, Rose, J, 2011, 'Factors Relating to Staff Attributions of Control Over Challenging Behaviour', *Journal Of Applied Research In Intellectual Disabilities*, 24, 1, pp. 29-38, Education Research Complete, EBSCOhost, viewed 23 October 2014.

Dunlap, G, Fox, L, 2011, 'Function-Based Interventions for Children With Challenging Behavior', *Journal Of Early Intervention*, 33, 4, pp. 333-343, Education Research Complete, EBSCOhost, viewed 23 October 2014.

Goss, P, 2006, 'Meaning-led learning for pupils with severe and profound and multiple learning difficulties', *British Journal Of Special Education*, 33, 4, pp. 210-219, Education Research Complete, EBSCOhost, viewed 23 October 2014.

Harding, E 2009, 'Obtaining the views of children with profound and multiple learning difficulties', *Educational & Child Psychology*, 26, 4, pp. 117-128, Education Research Complete, EBSCOhost, viewed 23 October 2014.

Helen Sanderson Associates, 2012, *Total Communication - Person Centred thinking, planning and practice*. Available:

<http://www.helensandersonassociates.co.uk/media/54404/total%20communication%20minibook.pdf>. Last accessed 23/10/14.

Imray, P, 2012, 'Not fit for purpose: a call for separate and distinct pedagogies as part of a national framework for those with severe and profound learning difficulties', *Support For Learning*, 27, 4, pp. 150-157, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 23 October 2014.

Intensive Interaction, 2012, *Intensive Interaction: Miray & Jessica (2)*. Available: <https://www.youtube.com/watch?v=UB8HlbLICTQ>. Last accessed 23/10/14.

Intensive Interaction, 2012, *Intensive Interaction: "So... what is Intensive Interaction?" - Interview with Dave Hewett*. Available: <https://www.youtube.com/watch?v=gJruQPRx3Jk>. Last accessed 23/10/14.

Intensive Interaction, 2014, *So... Who is Intensive Interaction For? Interview with Dave Hewett*. Available: <https://www.youtube.com/watch?v=Hx2Oc62BeNc>. Last accessed 23/10/14.

Lambrechts, G, Kuppens, S, & Maes, B 2009, 'Staff variables associated with the challenging behaviour of clients with severe or profound intellectual disabilities', *Journal Of Intellectual Disability Research*, 53, 7, pp. 620-632, Education Research Complete, EBSCOhost, viewed 23 October 2014.

LaVigna, GJ, 2012, 'The efficacy of positive behavioural support with the most challenging behaviour: The evidence and its implications\*', *Journal Of Intellectual & Developmental Disability*, 37, 3, pp. 185-195, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 23 October 2014.

Leicestershire Partnership NHS Trust, 2014, "If You Listen, You Will Hear Us". Available: [https://www.youtube.com/watch?v=Hp4PW17U\\_h8](https://www.youtube.com/watch?v=Hp4PW17U_h8). Last accessed 23/10/14.

MacKay, T 2009, 'Severe and complex learning difficulties: Issues of definition, classification and prevalence', *Educational & Child Psychology*, 26, 4, pp. 9-18, Education Research Complete, EBSCOhost, viewed 23 October 2014.

Mahlberg, K, Sjoblom, M, McKergow, M, 2005, *Solution Focused Education*. Available: <http://sfwork.com/pdf/sfeducation.pdf>. Last accessed 23/10/14.

Male, D, Rayner, M, 2007, 'Who goes to SLD schools? Aspects of policy and provision for pupils with profound and multiple learning difficulties who attend special schools in England', *Support For Learning*, 22, 3, pp. 145-152, Education Research Complete, EBSCOhost, viewed 23 October 2014.

Mencap. (2014). *Resources for Involve Me*. Available: <https://www.mencap.org.uk/our-services/our-projects/involve-me/resources-involve-me>. Last accessed 23/10/14.

Moreno, G, Bullock, L, 2011, 'Principles of positive behaviour supports: using the FBA as a problem-solving approach to address challenging behaviours beyond

special populations', *Emotional & Behavioural Difficulties*, 16, 2, pp. 117-127, Education Research Complete, EBSCOhost, viewed 23 October 2014.

NHS Choices, 2010, *Profound intellectual and multiple disabilities*. Available: <https://www.youtube.com/watch?v=0MASTRaR404>. Last accessed 21/10/14.

Peterson, L, 2009, *P Level Assessment*. Available: <http://www.nasen.org.uk/uploads/publications/129.pdf>. Last accessed 23/10/14.

Porter, J, Ouvry, C, Morgan, M, Downs, C, 2001, 'Interpreting the communication of people with profound and multiple learning difficulties', *British Journal Of Learning Disabilities*, 29, 1, p. 12, Education Research Complete, EBSCOhost, viewed 23 October 2014.

Rayner, M, 2011, 'The curriculum for children with severe and profound learning difficulties at Stephen Hawking School', *Support For Learning*, 26, 1, pp. 25-32, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 23 October 2014.

Standards and Testing Agency, 2013, *Teacher assessment: using P scales to report on pupils with SEN*. Available: <https://www.gov.uk/teacher-assessment-using-p-scales>. Last accessed 22/10/14.

Teaching Agency, 2011, *Training materials for teachers of learners with severe, profound and complex learning difficulties*. Available: <http://www.complexneeds.org.uk/>. Last accessed 21/10/14.

Teaching Development Agency, 2010, *Inclusive teaching and learning for pupils with SEN and/or disabilities: The pillars of inclusion*. Available: [http://dera.ioe.ac.uk/13817/2/e5\\_nqt\\_pillars.pdf](http://dera.ioe.ac.uk/13817/2/e5_nqt_pillars.pdf). Last accessed 23/10/14.

The Communication Trust, 2011, *Other Ways of Speaking: Supporting children and young people who have no speech or whose speech is difficult to understand*. Available: [http://www.thecommunicationtrust.org.uk/media/3414/other\\_ways\\_of\\_speaking\\_final.pdf](http://www.thecommunicationtrust.org.uk/media/3414/other_ways_of_speaking_final.pdf). Last accessed 23/10/14.

Whitehurst, T, 2007, 'Liberating silent voices – perspectives of children with profound & complex learning needs on inclusion', *British Journal Of Learning Disabilities*, 35, 1, pp. 55-61, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 23 October 2014.