

M08B

Teaching Children with Severe Learning Difficulties/ Profound and Multiple Difficulties/ Complex Learning Difficulties and Disabilities – Application & Reflection

1.	Short Code	M08B
2.	Title	Teaching Children with Severe Learning Difficulties/ Profound and Multiple Difficulties/ Complex Learning Difficulties and Disabilities – Application & Reflection
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability: Complex and profound learning difficulties
7.	Module Leader	Kay Bedford (Swiss Cottage Teaching School), Margaret Mulholland (Swiss Cottage Teaching School)
8.	Accredited by	
9.	Module Requisitions	
	(gg) Pre-requisite	M08A, or you are concurrently enrolled on M08A (i.e. you are enrolled on both modules of the same topic)
	(hh) Programme Restriction	None
	(ii) Level restrictions	None
	(jj) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	Aims	<ul style="list-style-type: none"> • Understand and respond with enhanced skill in identifying communication development needs of the child and integrating these skills into practice. • Increased understanding of the challenges involved in collaboration with other agencies and services involved in the education and care of the child, and enhanced skill in working with these challenges. • Increased skill in developing an appropriate curriculum which uses a range of teaching approaches to address a variety of needs. • Increased understanding of issues involved in working with families of children with SLD/PMLD/CLDD, and the challenges involved in successful communication and inclusion of all family members in the process of meeting the needs of the child with SLD/PMLD/CLDD. • Increased ability to apply a range of strategies to support positive behaviour.
12.	Learning Outcomes Knowledge	<p>On successful completion of this module, students will have:</p> <ol style="list-style-type: none"> 1. Knowledge of the way in which pupils, families and other professionals can support the development of personal care and health management plans in school. 2. Knowledge of the range of intervention strategies for pupils with SLD/PMLD/CLDD. 3. Knowledge of the evidence base for intervention in SLD/PMLD/CLDD. 4. Knowledge of ways of evaluating practice.

	<p>Skills</p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 5. Analyse and evaluate evidence in literature and policy relating to the key concepts of family-centred/family-focussed practice and identify how a child with SLD/PMLD/CLDD can affect family functioning. 6. Assess, plan and monitor curriculum provision for a variety of individual learning needs. 7. Use enquiry techniques to research and evaluate provision for SLD/PMLD/CLDD. Ability to give critical evaluation of the effectiveness of various curriculum models relating to SLD/PMLD/CLDD. 8. Design contextually sensitive personalised communication intervention for children/young people with SLD/PMLD/CLDD. 9. Initiate adaptations in the environment to facilitate change in behaviour that will bring about progress.
13.	<p>Syllabus</p> <p><i>Communication:</i></p> <p>Development of communication at the heart of the learning process for children with SLD/PMLD/CLDD and its application to practice.</p> <p>Further integration of a 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.</p> <p>Personalised learning plans and their application in practice.</p> <p>Application of creative approaches, including using art to extend possibilities for communication.</p> <p>Working with barriers to achievement and the application of Government legislation.</p> <p>Empowering and involving children as active participants in their learning – barriers and strategies and their application to practice.</p> <p>Improving and developing communication with families and its application in practice.</p> <p>Developing communication; intervention paradigms – behaviourist, interactive, therapeutic and the application of these in practice.</p> <p>Use of assistive technology devices/signs and symbols to assist communication and application to practice.</p> <p><i>Working with other services:</i></p> <p>Collaborative working with other professionals involved in the child’s education and care and its application to practice.</p> <p><i>Issues relating to physical/ personal care and medical support</i> and their application to practice.</p> <p><i>Behaviour:</i></p> <p>Positive approaches to supporting change in behaviour, and its application to practice.</p> <p><i>Curriculum:</i></p> <p>Curriculum development including various curriculum models relating to SLD, PMLD, CLDD and its application to practice.</p>
14.	<p>Learning and teaching 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"> • 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. <p>As this module is focused on Application & Reflection , the Learning Experiences are based around Practical activities that encourage the student to apply their learning in their workplace. These are supported by other activities that promote 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"> • 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. <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> • 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. <p>Assessment Strategy</p> <p>Students will produce a portfolio of evidence, consisting of:</p> <p>Practice analysis 1 (500 words or equivalent): A write up of paired observation with the coaching partner. (6,7)</p> <p>Practice analysis 2 (2000 words or equivalent): A case example of work with a child/young person's family in order to address concerns about challenging behaviour across home and school contexts and including reference to the evidence base for the selected intervention, consideration of the impact of the child/young person's difficulties on the family dynamic and consideration of the interplay between behaviour and communication. (1-5)</p> <p>Practice analysis 3 (1000 words): An evaluated intervention related to communication. (2,3,4,8,9)</p> <p>Reflective analysis 1 (1500 words or equivalent): A reflective journal related to work with a child/young person where other agencies are actively involved. (1)</p> <p>Reflective analysis 2 (1000 word equivalent): A diary and curriculum plans for a specific child/young person that shows how assessment, intervention and monitoring are carried out. (7)</p> <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>
15.	Assessment Weighting

	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	<p><u>Learning materials</u></p> <p><u>Essential</u></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: www.education.gov.uk/lamb/</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: www.education.gov.uk/complexneeds/</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>Indicative reading</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>. http://preview.tinyurl.com/33qg2r7</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 teaching for children and young people with complex learning difficulties and disabilities</i>. London: Specialist Schools and Academies Trust.</p>	

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Lenehan, C., Morrison, J. and Stanley, J. (2004) *The Dignity of Risk: A practical handbook for professionals working with disabled children and their families*. London: Council for Disabled Children/Shared Care.

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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