A Sensory Learning Toolkit

...ENGAGE

...ASSESS

...PLAN
A professional learning group of special education practitioners

Jasmina Kamanovic
Suzanne Cook Mitchell
Jo Crean
Karen Laing
Lidia Wrobleski and Judi Allan
Chris Walker
Julie King
Cathy Herries
Learners with profound and multiple learning difficulties (PMLD) ....

...have more than one disability, the most significant of which is a profound learning disability. Many will have additional sensory disabilities, physical disabilities, difficulty communicating, complex health needs and/or mental health difficulties

www.pmldnetwork.org
They may also;
• Be medically fragile
• Have a sensory impairment which impacts on their learning.

*Up to three-quarters of all children with physical disabilities caused by neurological damage (such as cerebral palsy) have some kind of visual impairment and most commonly a cortical vision impairment (Sonksen, Petrie, & Drew, 1991).
Where to start.....?
How do we...

Ensure access to the curriculum and to one that meets the student’s needs?

Develop personalised pathways?

Support practitioners to use relevant approaches and tools?

Foster the “learning to learn” principle of the NZC with reference to the UDL guidelines
Our aim...

*To create a toolkit for students that will;*

Include tools to gain information on student’s engagement
Include tools to assess students
Promote the importance of a sensory approach to learning
Create a bank of sensory resources and exemplars
Provide guidance in planning in the context of the NZC.

We believe:

- that everybody is a learner
- nobody is too anything...
- all students are entitled to receive an education that meets their needs
- every moment is a learning opportunity

We aim to ensure students with PMLD learn and make progress by:

Supporting practitioners to develop pedagogy, knowledge, skills and have access to tools to ensure students with PMLD make progress and have an appropriate learning programme which is planned within a sensory approach to the curriculum.

We are going to do this by:

Creating a Sensory Learning Toolkit that supports practitioners to gather information about their students using relevant tools and providing a framework for planning a sensory approach to the NZC with supporting exemplars, resources and ideas.
NZC: Learning to learn principle is about...

Learners playing a greater role in their
• own learning
• own learning goals
• learning about how they learn
• own assessment

For learners with PMLD:

Relationship between engagement and learning

Children with Complex Learning Difficulties and disabilities – developing personalised learning pathways: Barry Carpenter, Beverly Cockbill, Jo Egerton and Jayne English: CLDD Project, Specialist Academies Trust
### Universal Design for Learning Guidelines

#### I. Provide Multiple Means of Representation

1. Provide options for perception
   - 1.1 Offer ways of customizing the display of information
   - 1.2 Offer alternatives for auditory information
   - 1.3 Offer alternatives for visual information

2. Provide options for language, mathematical expressions, and symbols
   - 2.1 Clarify vocabulary and symbols
   - 2.2 Clarify syntax and structure
   - 2.3 Support decoding of text, mathematical notation, and symbols
   - 2.4 Promote understanding across languages
   - 2.5 Illustrate through multiple media

3. Provide options for comprehension
   - 3.1 Activate or supply background knowledge
   - 3.2 Highlight patterns, critical features, big ideas, and relationships
   - 3.3 Guide information processing, visualization, and manipulation
   - 3.4 Maximize transfer and generalization

#### II. Provide Multiple Means of Action and Expression

4. Provide options for physical action
   - 4.1 Vary the methods for response and navigation
   - 4.2 Optimize access to tools and assistive technologies

5. Provide options for expression and communication
   - 5.1 Use multiple media for communication
   - 5.2 Use multiple tools for construction and composition
   - 5.3 Build fluencies with graduated levels of support for practice and performance

6. Provide options for executive functions
   - 6.1 Guide appropriate goal-setting
   - 6.2 Support planning and strategy development
   - 6.3 Facilitate managing information and resources
   - 6.4 Enhance capacity for monitoring progress

#### III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest
   - 7.1 Optimize individual choice and autonomy
   - 7.2 Optimize relevance, value, and authenticity
   - 7.3 Minimize threats and distractions

8. Provide options for sustaining effort and persistence
   - 8.1 Heighten salience of goals and objectives
   - 8.2 Vary demands and resources to optimize challenge
   - 8.3 Foster collaboration and community
   - 8.4 Increase mastery-oriented feedback

9. Provide options for self-regulation
   - 9.1 Promote expectations and beliefs that optimize motivation
   - 9.2 Facilitate personal coping skills and strategies
   - 9.3 Develop self-assessment and reflection

---

**Resourceful, knowledgeable learners**

**Strategic, goal-directed learners**

**Purposeful, motivated learners**

© 2011 by CAST. All rights reserved. [www.cast.org](http://www.cast.org) [www.udlcenter.org](http://www.udlcenter.org)

Students with PMLD

NZC Learning to Learn / Universal Design for Learning Principles

The student: Know your student

Engage
- e.g. Happiness Audit
- What the student likes

Assess
- e.g. Quest KCP *
- What the student knows

Plan
- IEP Curriculum KCP/Portfolio
- What the student learns

* Key Competencies Pathway
Engage - Assess - Plan

Key Considerations for students who also have a visual impairment...

- Use a multi sensory approach
- Teach skills in the context of functional “real life” activities
- Natural environments
- Age appropriate skills and activities
- Teach and reinforce skills across a variety of activities, situations and environments
- Repetition with variety
• Encourage and reinforce visual skills that naturally relate to each other
• Be aware that many visual tasks e.g. eye-teaming, eye-tracking and eye-focusing are all motor tasks.
• It is very important to recognise that extra energy invested to overcome visual efficiency problems diminishes the available energy for processing the incoming visual information

(Langley, 2007)
The Sensory Learning NZ Resource

https://sites.google.com/a/clickspecialednz.com/sensory-learning-nz/?invite=CK-nXQ
HOME

Welcome to the Sensory Learning NZ website.
The Assessment Toolkit has been designed for practitioners of students with Profound and Multiple Learning Difficulties (PMLD). It takes a holistic view of learning by focusing on

- the importance of knowing your student and understanding their needs
- what engages students, acknowledges their different abilities, interests and how they learn.
- the importance of appropriate tools to assess a student’s cognitive level of functioning.
- importance of recognising preferred sensory and learning needs and means of processing information.
- using the information gained from this process to support practitioners to plan a learning programme within the framework of Universal Design for Learning, suitable to the student’s needs and ability.
- providing an ever-growing bank of sensory resources and ideas

WHAT IS UNIVERSAL DESIGN FOR LEARNING?

Universal Design for Learning at a Glance

ABOUT THE TOOLKIT
This toolkit has been produced by special education practitioners in New Zealand to support special education colleagues nationally and internationally.

HOW TO USE THE SITE
Information and support materials on each step can be accessed by clicking on each page link on the left hand side. For example, after you have read ENGAGE, ASSESS, PLAN click on KNOW THE STUDENT, that is the first STEP you will need to complete with a student.

There are tools and guidance material to support you to do this.