

A Sensory Learning Toolkit

...ENGAGE
...ASSESS
...PLAN





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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.pmlnetwork.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;

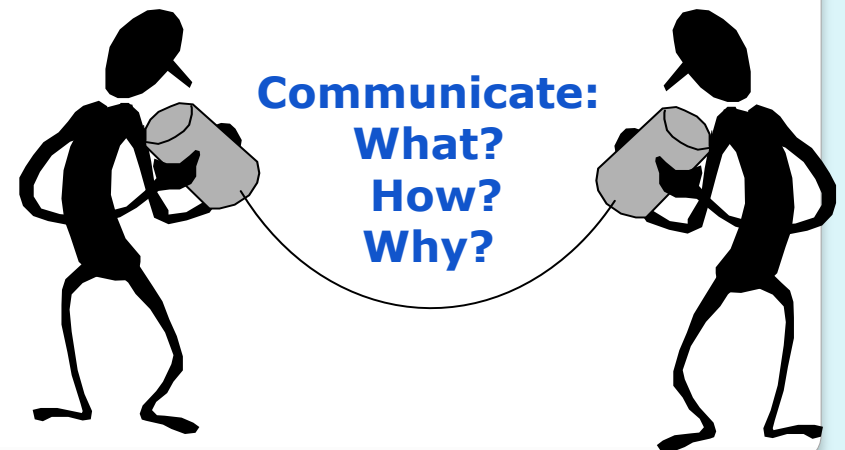
Include tools to gain information on student's engagement

Include tools to assess students

Promote the importance of a sensory approach to learning

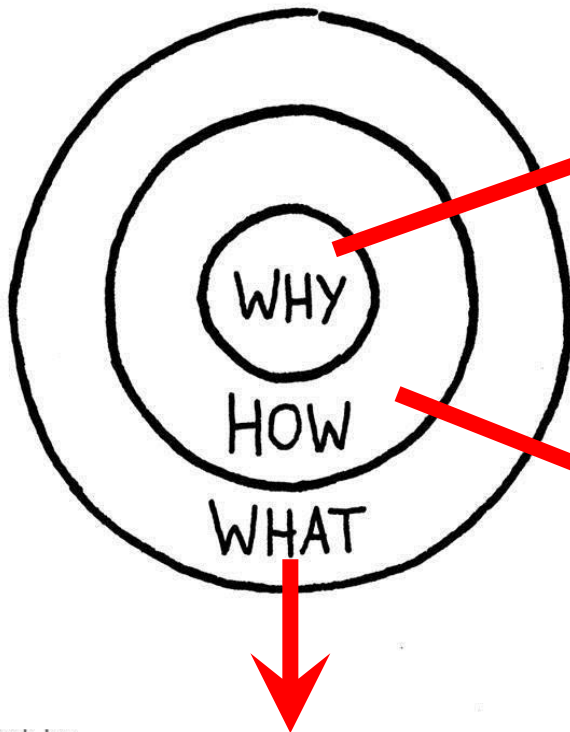
Create a bank of sensory resources and exemplars

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

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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.

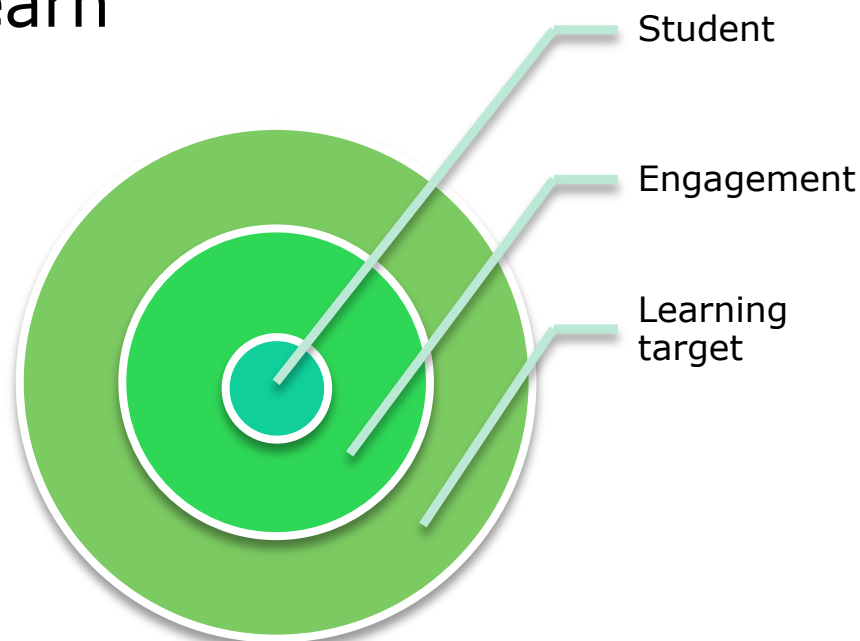
NZC: Learning to learn principle is about...

Learners playing a greater role in their

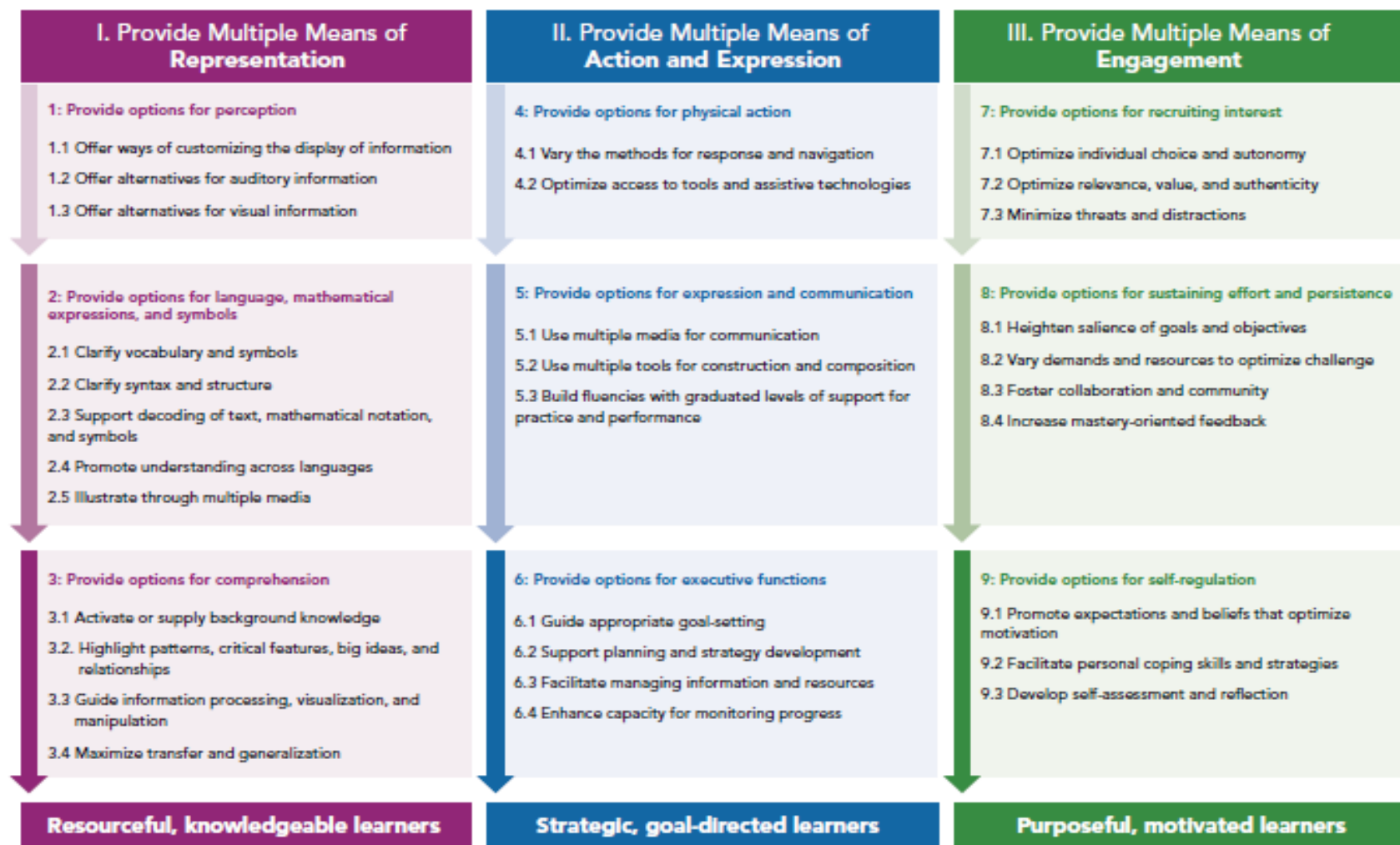
- own learning
- own learning goals
- learning about how they learn
- own assessment

For learners with PMLD:

Relationship between
engagement and learning



Universal Design for Learning Guidelines



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/clickspecialdnz.com/sensory-learning-nz/?invite=CK-_nXQ

HOME

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CALENDAR
Sitemap

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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

UDL At A Glance

CAST 25 YEARS OF INNOVATION 1984-2009

Transforming education through Universal Design for Learning — <http://www.cast.org>

UDL at a glance

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

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.