

“ ENGAGE ~ ASSESS ~ PLAN ”

A Sensory Learning Toolkit

for learners with profound and multiple learning difficulties



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a collaborative project



Questions, questions, questions...



How do we:

- Ensure access to the curriculum and to one that meets their needs?
- Foster the New Zealand Curriculum learning to learn principle?
- Develop personalised pathways?
- Support practitioners to reflect on their practice and student learning?

for learners with profound and multiple learning difficulties (PMLD)

By?

- Professional Learning Group
- Special education practitioners
- Sensory learning
- Students with PMLD



Suzanne Cook Mitchell



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What?

Students
with PMLD



New Zealand Curriculum: Learning to learn principle

How

The student: Know you student

Engage

Happiness
Audit

What the student likes

Assess

Quest
KCP *

What the student knows

Plan

IEP
Curriculum
KCP/portfolio

What the student learns

* Key Competencies Pathway

Students with profound and multiple disabilities

Will have:

- Complex learning needs
- Severe intellectual impairment

May also;

- Be medically fragile
- Have a sensory impairment which impacts on their learning.



E.g. 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).

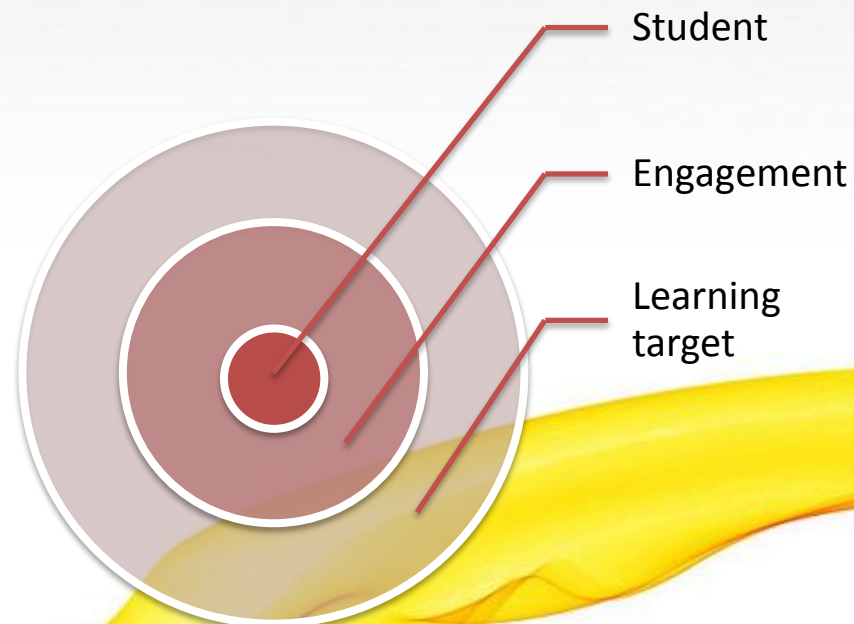
NZC: Learning to learn principle is about

Learners playing a greater role in their

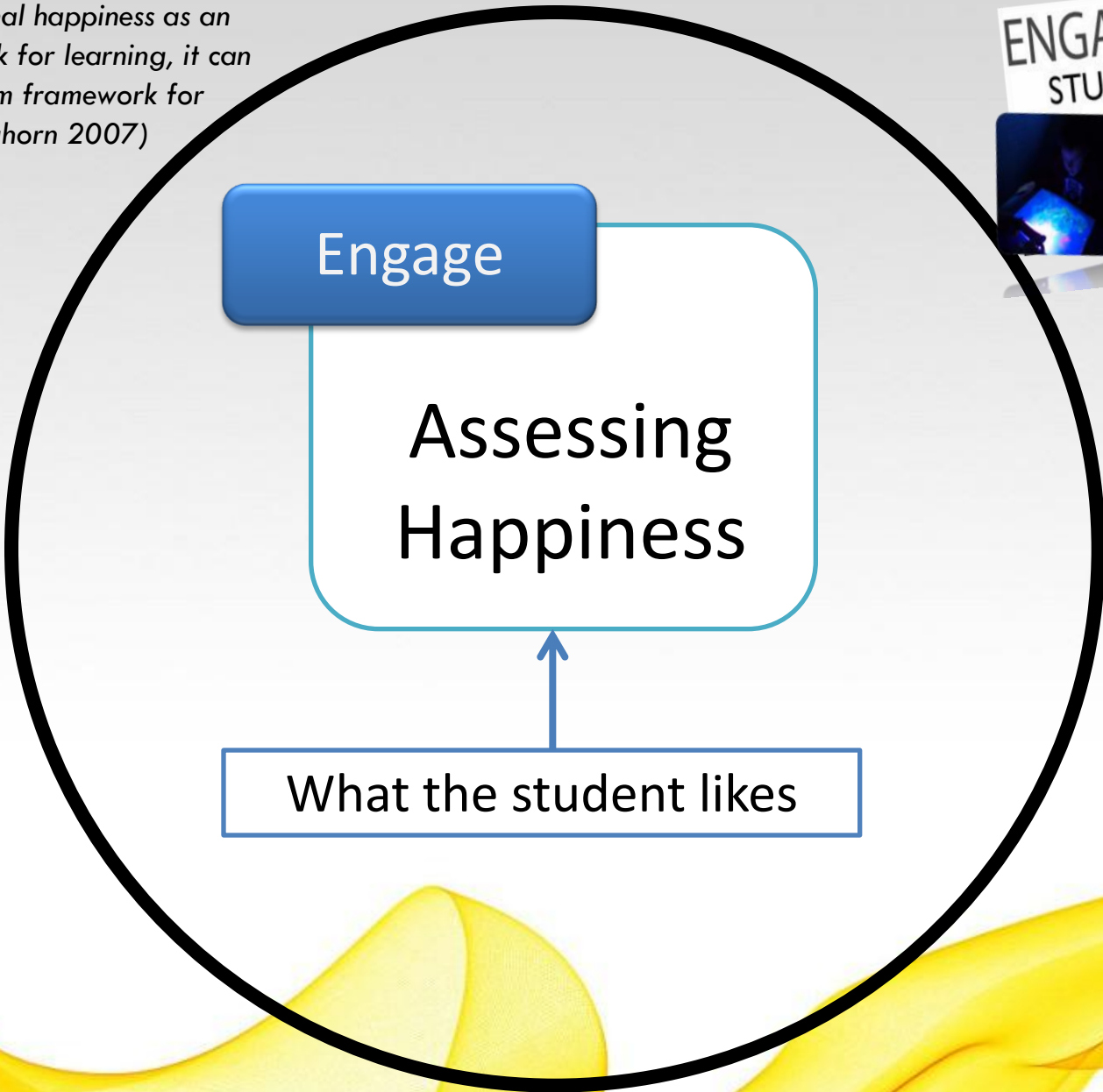
- own learning
- own learning goals
- learning about how they learn
- own assessment

For learners with PMLD:

Relationship between engagement and learning



'If we take emotional happiness as an excellent framework for learning, it can provide the optimum framework for learning'. (Flo Longhorn 2007)



We need to identify what **engages** the learner in a meaningful and motivating manner.

Happiness Observation sheet and audit

What is it?

- *It is a simple assessment of a learner's preferred sensory stimuli*
- **assists in identifying their favourite sensory experiences**
- *provides additional information on preferred communication/ interaction and environment needs.*

Purpose

Is to :

- **gather information about the learner that will assist in providing a positive, safe and happy environment,**
- *support overall emotional happiness and thus engage the learner in learning.*
- **assist in developing a sensory approach to learning, highlight sensory learning preferences for each learner and provide important in roads to support more formal assessment and access to the curriculum.**



HAPPINESS OBSERVATION SHEET

This sheet will assist you in identifying happiness from the learner in different contexts.

| Name: | Date: |
|-------------------|-------------------|
| Contexts observed | Observed examples |
| Physical clues | |
| Mood: | |
| Body: | |
| Face: | |
| Emotional clues | |

Emotional clues are represented by a row of seven colored circles (red, orange, yellow, green, blue, purple, pink) at the bottom left of the form.



HAPPINESS AUDIT

MY SENSES

| Name: | Date: |
|--|--------------------------------------|
| VISION SYSTEM What I like to look at: | What I like to look at least of all: |
| TOUCH SYSTEM The touch I like from other people: | The things I like to touch: |
| HEARING SYSTEM The vibrations I like to hear: | |
| SMELL SYSTEM The smells I like to hear: | |

Flo Longhorn, 2007

Happiness Observation sheet and audit- How?

2 parts:

Happiness Observation Sheet

- Assesses learning in different contexts
- Identifies **WHEN** the learner is happy
- Identifies **HOW** they show this

Happiness Audit

- Assesses preferred sensory stimuli
- Preferred Communication Styles and types of Interaction
- Preferred environmental conditions



The Happiness Observation Sheet form includes a title 'HAPPINESS OBSERVATION SHEET' with a smiley face icon. It contains a table with columns for 'Contexts observed' and 'Observed examples'. The table has rows for 'Physical clues' (Mood, Body, Face) and 'Emotional clues' (represented by colored circles). A blue arrow points from this form to the Happiness Audit form.

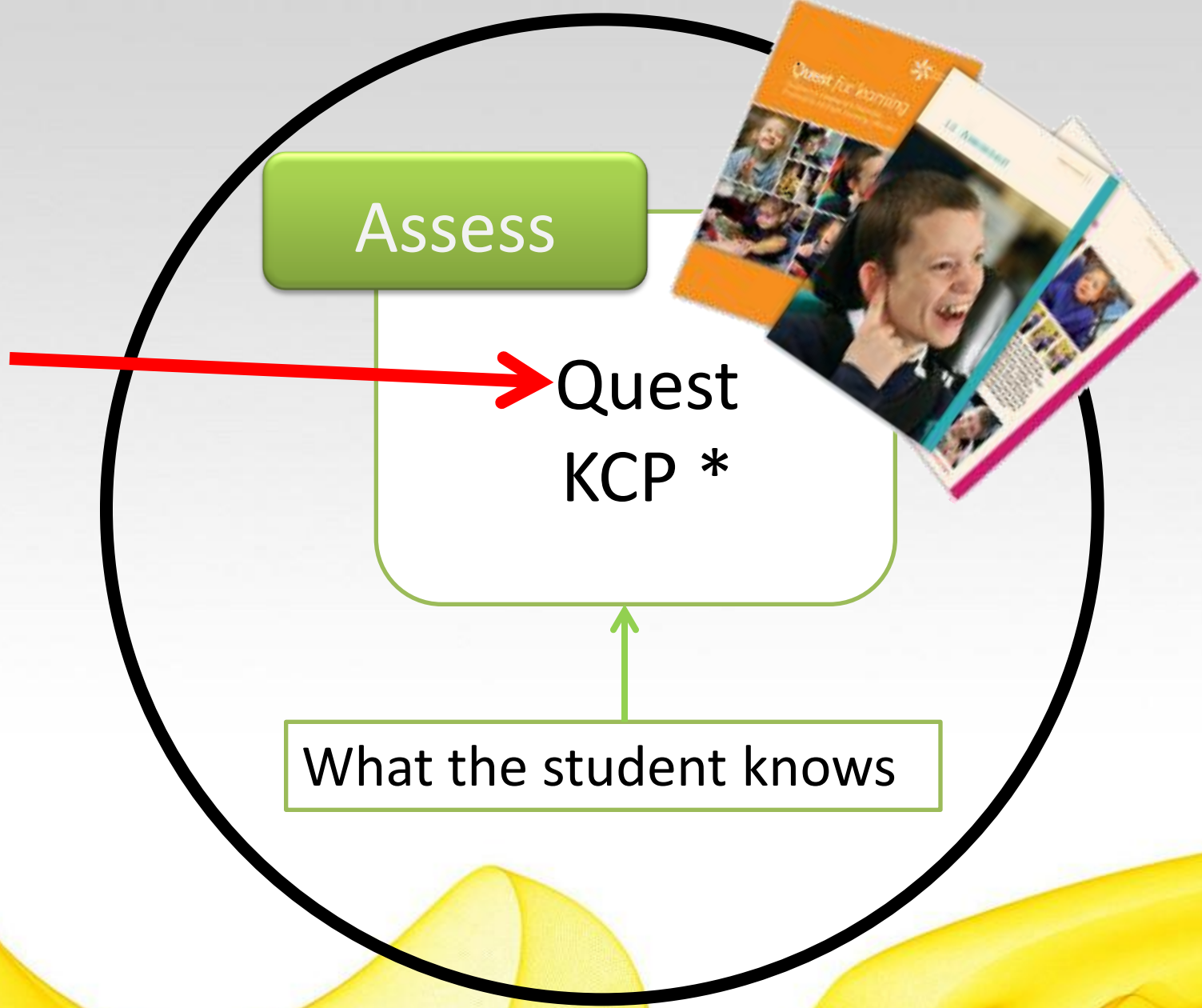
| Contexts observed | Observed examples |
|-------------------|-------------------|
| Physical clues | |
| Mood: | |
| Body: | |
| Face: | |
| Emotional clues | |

Guidelines
on how to...



The Happiness Audit form includes a title 'HAPPINESS AUDIT' with a smiley face icon. It contains a table with columns for 'Senses' and 'What I like to look or hear or feel or taste or smell'. The table has rows for 'VISION SYSTEM', 'TOUCH SYSTEM', and 'SMELL SYSTEM'. A blue arrow points from the Happiness Observation Sheet form to this form.

| Senses | What I like to look or hear or feel or taste or smell |
|---------------|---|
| VISION SYSTEM | |
| TOUCH SYSTEM | |
| SMELL SYSTEM | |



“For those individuals who consistently fail to show measurable progress on conventional assessments, a different model of progress is required. It is not that these individuals cannot make progress, but we would argue that the instruments by which progress is measured does not suit the people whose abilities are being measured.” Barber and Goldbart (1998)

Quest for learning Guidance and Assessment Materials

- An assessment tool for students with Profound and Multiple Learning Difficulties
- Learner centred
- Recognises a learners' unique learning style – how they learn
- Identifies keys learning priorities
- 5 assessment maps
- Celebrates achievement!!
- Additional supporting documentation, such as Learning Environment, Teaching strategies; Communication



Produced by the Council for the Curriculum, Examinations and Assessment Authority (CCEA) in Northern Ireland

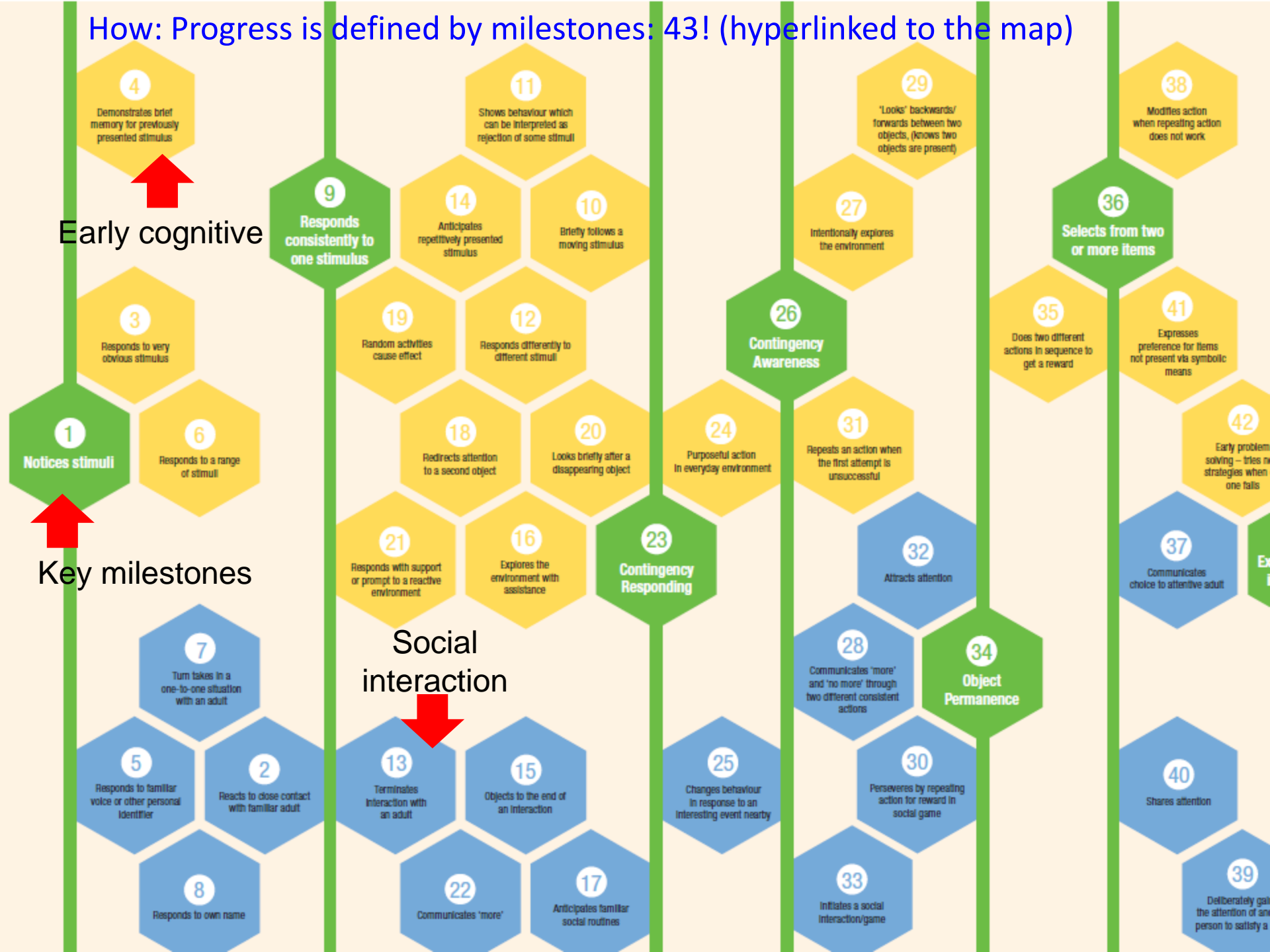
www.nicurriculum.org.uk/inclusion_and_SEN/assessment/pmld.asp

How: Progress is defined by milestones: 43! (hyperlinked to the map)

Early cognitive

Key milestones

Social
interaction



Assessment Maps

The **Quest** assessment maps provide:

- details of the milestones
- assessment activities
- assessment outcomes
- reinforcement and extension strategies



Five Assessment Maps (hyperlinked to a map)

Assessment Map 1

| | ASSESSMENT ACTIVITIES | ASSESSMENT OUTCOMES | REINFORCEMENT AND EXTENSION STRATEGIES |
|---|--|--|---|
| 1 | Notifies stimuli Does the learner notice stimuli? Rock or swing the learner gently, then pause. Touch/Stroke the face or hands. Hold the learner and talk or sing, leaving pauses for any response. Present a touch reflected on a shiny surface. Present a familiar smell, for example a favourite food or mum's perfume. Smear a small amount of a taste on the learner's lips. Play music or a familiar song. Present vibration, for example a message or vibrating cushion. Place the learner's hand on a functioned water bottle. | Look for: • stilling (a momentary pause) • turning (head, eyes, or body) • reaching movement • change in breathing or • looking or smiling | 1. Using two staff, one supporting the learner in a sitting position and one in front, try: • gently pulling the learner backwards and forwards; • touching different parts of the body (note of the feet or back of the neck may be more sensitive); • making sounds of different frequencies, timbres and duration; • moving the touch slightly if there has been no response; • offering different or more distinctive smells/tastes (avoiding toxicity); • playing a range of musical instruments; • presenting alternate vibrations, for example a water bed; or • placing the learner's hand, especially finger tips, in gel, warm water etc. |
| 2 | Reacts to close contact with familiar adult Does the learner react to close contact with familiar adult? Touch/Stroke learner's face or hands. Hold the learner and talk or sing leaving pauses for any response. | Look for: • leaning or relaxing; • change in breathing; • stilling; • eye flicking; or • change in facial expression. | 2. Using the learner's preferred stimuli, for example by: • talking and singing close to the learner with pauses for close observation of possible responses (auditory) or • exaggerated facial expressions (visual). |
| 3 | Responds to very obvious stimulus Does the learner respond to very obvious stimuli? Beginning with the preferred sense, modify increase the range, complexity and variety of stimuli used in 1. Try different smells, for example pleasant, unpleasant. Try using musical instruments, tapes or musical toys using different frequencies, timbres and duration. Introduce new tastes, for example sweet/unsweetened. Present different textures, such as warm sand, and supply them to different parts of the body. Try moving the learner's fingers in shapeless, gel, wax or water, etc. Use pop-it, puppets and pop-up toys. Try a vibrating cushion, resonance board or a water bed. | Look for: • stilling; • change in activity level; • vocalisation; • open mouth/tongue movement; • moving fingers, for example in shapeless, or • kicking | 3. Try getting close-in and exaggerating your facial expression. If there's no response, try exaggerating your features with face paint or sun block, a luminesc wig, glasses etc. Vary the pattern of stimuli presented and the length of time the smell is presented for. Try talking and singing close-in to the learner, with pauses for close observation of possible responses. Increase the weight/length and frequency of tastes presented. If the learner has only shown a response in one sense modality, try to extend to other available senses. |
| 4 | Demonstrates brief memory for previously presented stimulus Does the learner demonstrate brief memory for a previously presented stimulus? Present the stimulus to the learner. When they respond, remove it and re-present the stimulus (the gap should be less than half a second). If the learner attends for a further time to the second presentation, it is likely they have remembered the stimulus. Try this several times to be sure. NB: The stimulus should be neutral (not the face of a familiar adult, not food), for example by using a black and white checker board. | Look for evidence of short-term memory, for example: • a decline in interest when the stimulus is repeated; or • recovery of interest when a new stimulus is offered. | 4. Increase the gap/looking for evidence of short-term memory (see page 62 – Habituation). Use a variety of stimuli. Store a new stimulus rather than the same stimulus again. |
| 5 | Responds to familiar voice or other personal identifier Does the learner respond to a familiar voice or another personal identifier? Greet the learner in regular contact with the learner have a personal identifier or action. This should ideally be an integral part of each person, for example long hair/ward. Move towards the learner speaking or singing close to the learner – high/low. Draw attention to a particular identifier. NB: For learners with visual impairment/hearing impairment a personal tactile sign may be used. | Look for: • stilling; • leaning/relaxing; • smiling; • change in facial expression; • turning of the head; • feeling eye contact; or • reaching out/touching. | 5. Encourage the learner to use the personal identifier for a second adult. Gradually increase the number of people who interact with the learner through personal identifiers/actions. |
| 6 | Responds to a range of stimuli Does the learner respond to a range of stimuli? Increase the range, complexity and variety of stimuli used in 1. Presenting/engaging stimuli should be gradually reduced to a more neutral level. If the learner has only shown a response in one sense modality up to this point, you should seek to extend this to other available senses. | Look for: • change in activity level; • facial expression; • movement of eyes, lips, tongue; • vocalisation; • leaning/relaxing; or • movement of arms/legs/fingers. | 6. Use pop-it, puppets and pop-up toys. Vary the pattern of stimuli presented and the length of time the smell is presented for. Try using musical instruments, tapes, musical toys. Increase the weight/length and frequency of tastes presented. Present different textures, such as warm sand, that learners can engage with. Apply them to different parts of the body. |
| 7 | Turn takes in a one-to-one situation with an adult Does the learner turn to take in a one-to-one situation with an adult? Use a number of staff to support the learner to take turns in: • participating in a rocking game, for example Row the Boat; • returning/pulling the ball to an adult; • taking and waiting for reply in conversation; or • sharing an object or toy. | Look for: • signs of co-operating; or • anticipating. | 7. Support the learner further in turn taking, for example: • wash hand over hand; • return/pull ball to an adult; • ask/ask 'me' for a reply; or • model turn-taking by presenting and retrieving object. |
| 8 | Responds to own name Does the learner respond to their own name? Call the learner by their name. Take care that the learner is not responding to other cues, for example tone of voice, touch etc. | Look for: • vocalisation; • lip/smile movement; or • leaning/relaxing. NB: Ensure that the learner is not responding to other cues such as tone of voice, a touch or smell/own reaction. | 8. Use the learner's name consistently in meaningful routines to build association. If the learner is not responding, try using supportive cues, for example touch. NB: The sense of self can be slower to develop in learners with visual impairment. |
| 9 | Responds consistently to one stimulus Does the learner respond consistently to one stimulus? Present a familiar sensory stimulus which has been used consistently. Repeat in the same way several times. NB: Sense of self can be slower to develop in learners with visual impairment (see the General Guidance section). | Look for the learner responding in the same way each time a stimulus is presented. | 9. Try other sensory channels to look for other consistent responses. |

Using Quest with students who also have a visual impairment...

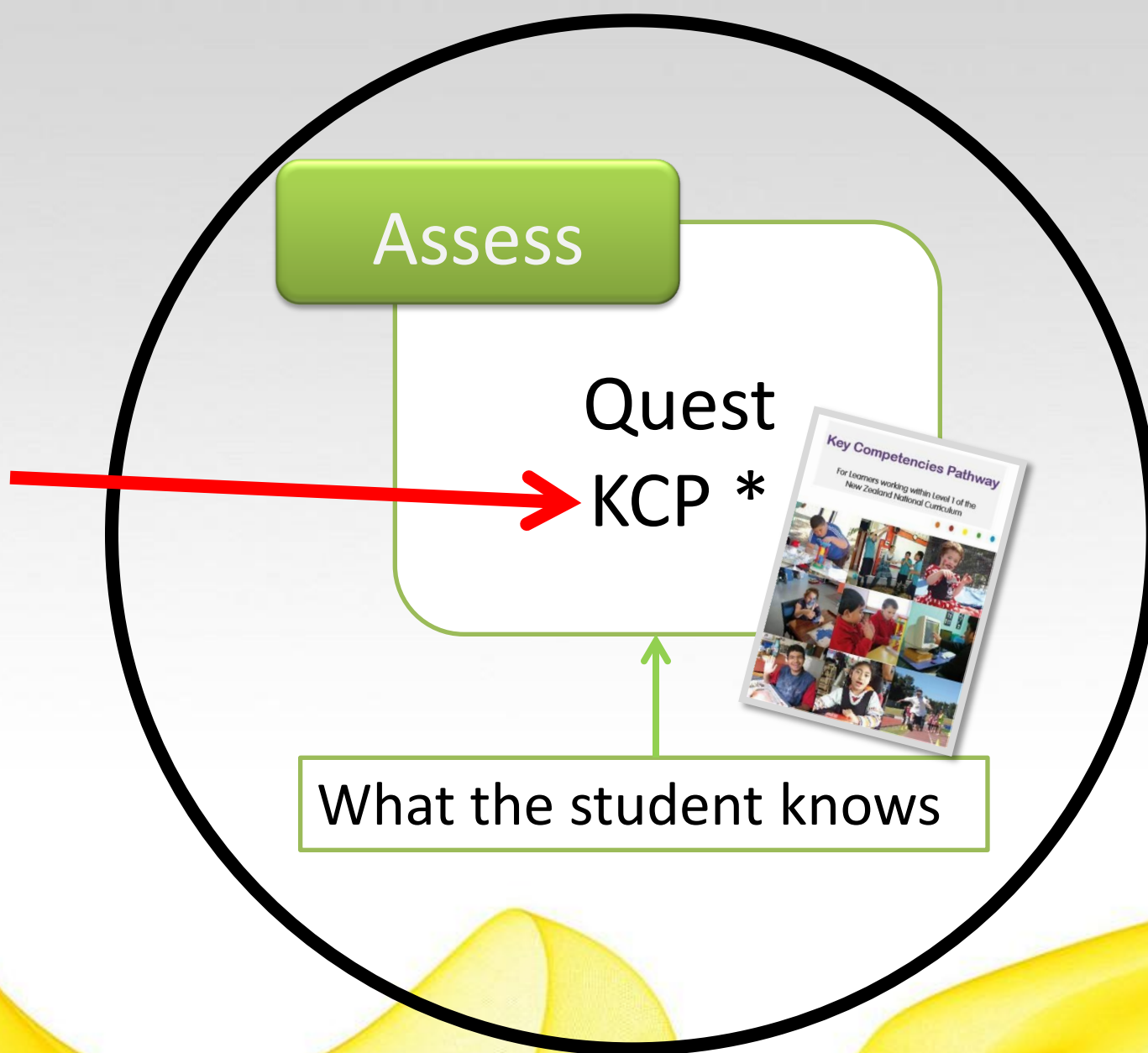
There is no single or “best” approach.

The most important thing is to know your student and the implications of their visual impairment.



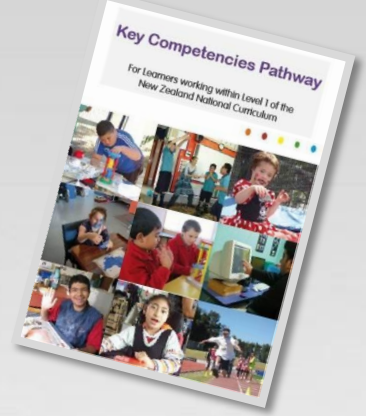
How to Use the Maps (p.24)

1. Make sure you are familiar with the seven key milestones (green).
2. Focus on a learner and identify a key milestone.
3. Check which is the next milestone. If beyond learner's ability assume learner is working between two key milestones.
4. Refer to the milestones in between key milestones and select starting point.
5. Set up appropriate assessment activities.
6. Record observations.



Written by special education practitioners across New Zealand
Funded by the Special School sector of New Zealand

Key Competencies Pathway (KCP)



- NZC – Key Competencies capabilities for living and life long learning
- Thinking, ULST, Managing Self, Relating to Others and Participating and Contributing
- Interprets the KC's and makes for accessible for learners working within Level 1 of the NZC
- Holistic and provide indicators for key competency development
- Recognise the importance of early skill development
- Tool to track progress, the writing of learning/IEP goals and provide guidance for next learning steps

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Key Competencies Pathway (KCP) hyperlinked to a KCP pathway

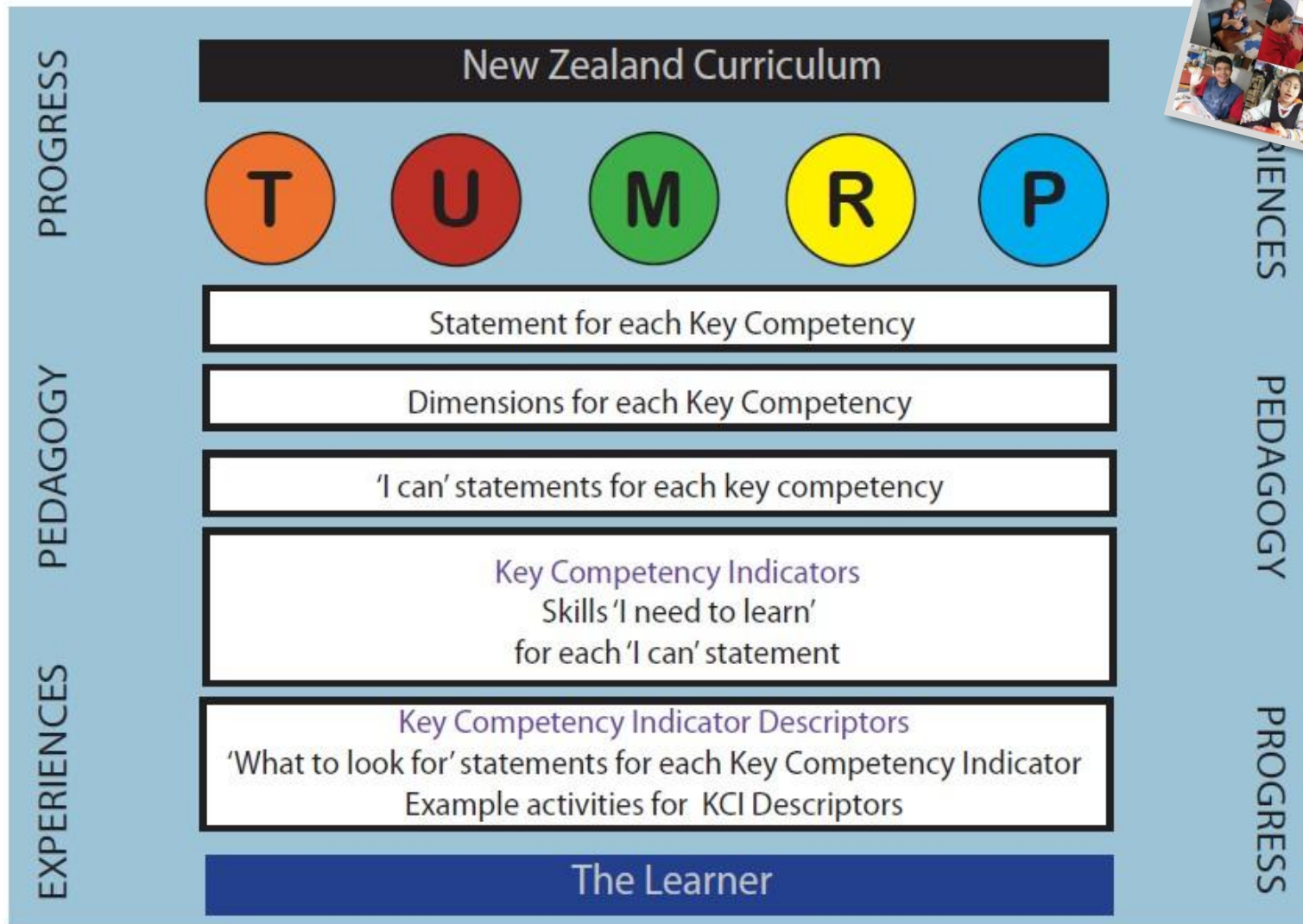
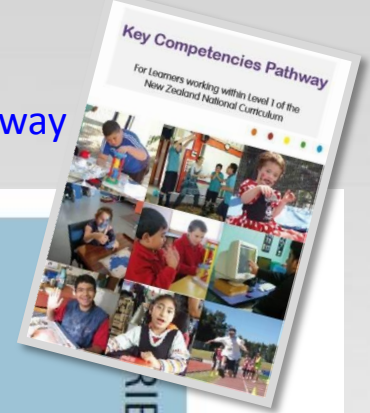
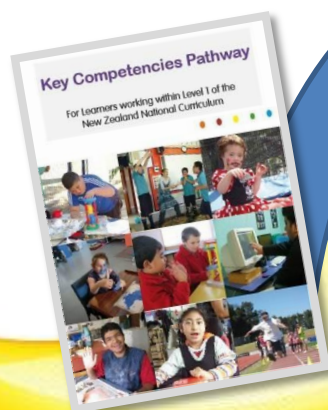


Figure 1: The Key Competencies Pathway Overview

Key Competencies Pathway and Quest for Learning

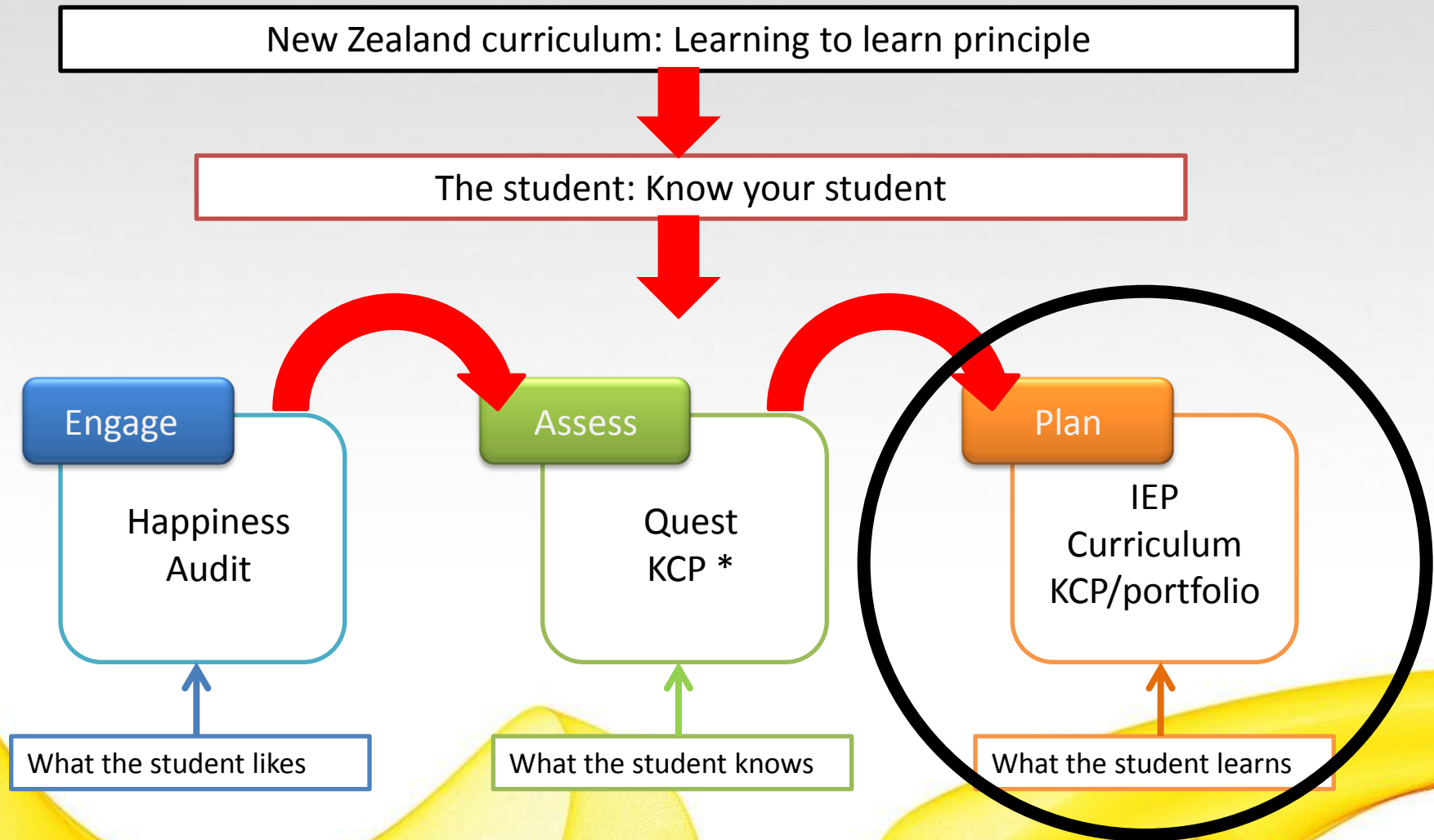
- Alignment between Quest for Learning and the Key Competencies Pathway.
- Key Competency Indicators 1 to 3 are the **SAME** as the seven green key milestones in Quest for Learning.
- They are the same for all key competencies

| | | |
|--------------------|----------|--|
| I need to learn to | KCI 3v | Initiate actions to achieve desired results |
| | KCI 3iv | Select between two items |
| | KCI 3iii | Understand that an object continues to exist even when it is out of sight (Object Permanence) |
| | KCI 3ii | Understand that one action will cause one particular response to happen (Contingency Awareness) |
| | KCI 3i | Understand that performing a particular action causes an effect, but have not yet made the 1:1 association, i.e. one press switch, one response (Contingency Responding) |
| | KCI 2 | Respond consistently to one stimulus. |
| | KCI 1 | Begin to respond to stimuli |



To order a copy: www.clickspealednz.com

Where to next....



To finish...

Questions.....

- Completed resource will be available on www.clickspecialdnz.com
- For more information contact Julie at info@clickspecialdnz.com

Karen at Karen.Laing@blennz.co.nz

A decorative graphic consisting of flowing, wavy yellow lines that sweep across the bottom of the slide, starting from the left and moving towards the right.