

Guidance & Assessment Materials:
Profound & Multiple Learning
Difficulties
(PMLD)

Entitlement

Equitable provision

Parity of esteem

Access to the curriculum

Equality of opportunity

Inclusive practice

Child centred pedagogy

Collaborative partnership to meet need



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Collaborative Practice



Learning Disability Team Behaviour Support Team (LD)

Consultant Psychologist Clinical Psychologist

Sp & L Technician Parent/carer Social Worker

Reflexologist Classroom assistant

School nurse CCN Team

Music Therapist Sp & L Therapist

Host Carers Physio Teacher Art Therapist

Bus drivers / escorts

Consultant Paediatrician Peripatetic /Outreach Support

Health Care Assistants Educational Psychologist

Occupational Therapist GP Key Worker

"...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 do not suit the people whose abilities are being measured."

Barber & Goldbart (1998)

PMLD learners can be described as having both of the following:

- Profound intellectual impairment
- Additional disabilities which may include sensory disabilities, physical disabilities and /or autism and mental illness. Challenging or self injurious behaviour may also be present.

Penny Lacey (1998)

Focuses on the whole learner

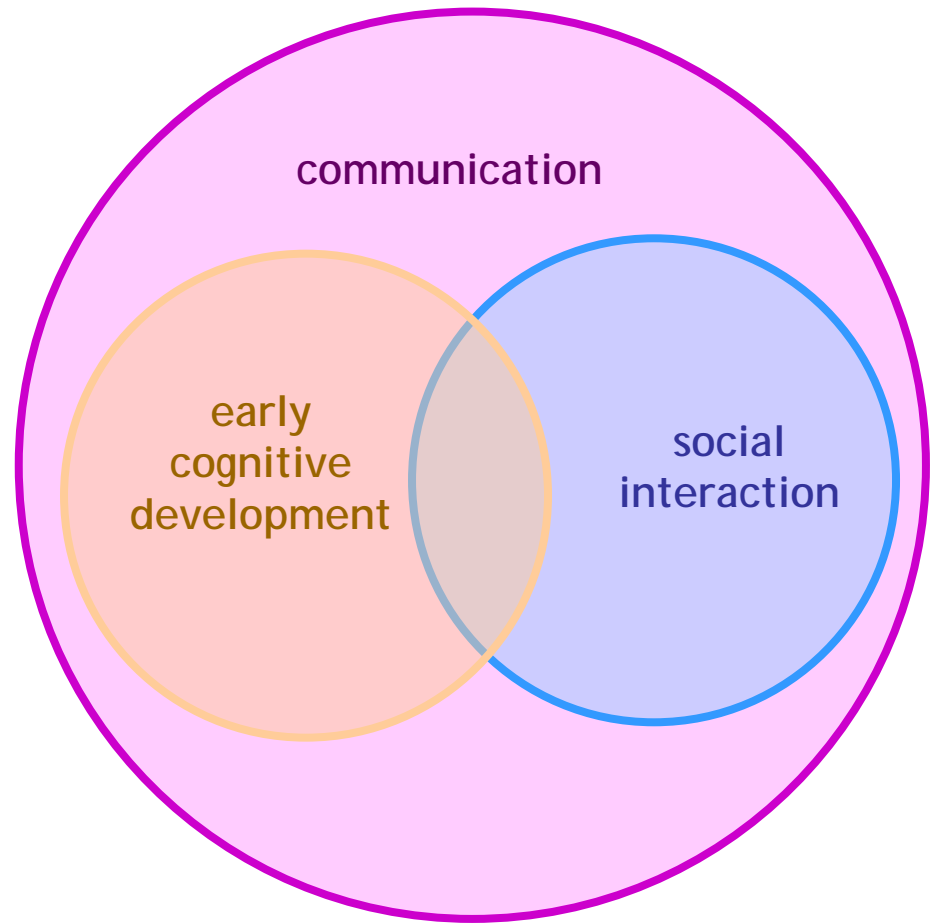
- Uses process based, interactive approaches
- Promotes active involvement of the learner
- Is dependant on supportive relationships
- Enables the development of skills, knowledge and understanding
- Requires collaborative working practices
- Directs priorities for future learning

- Three sections
 - *Guidance document*
 - *Assessment manual*
 - *Maps*

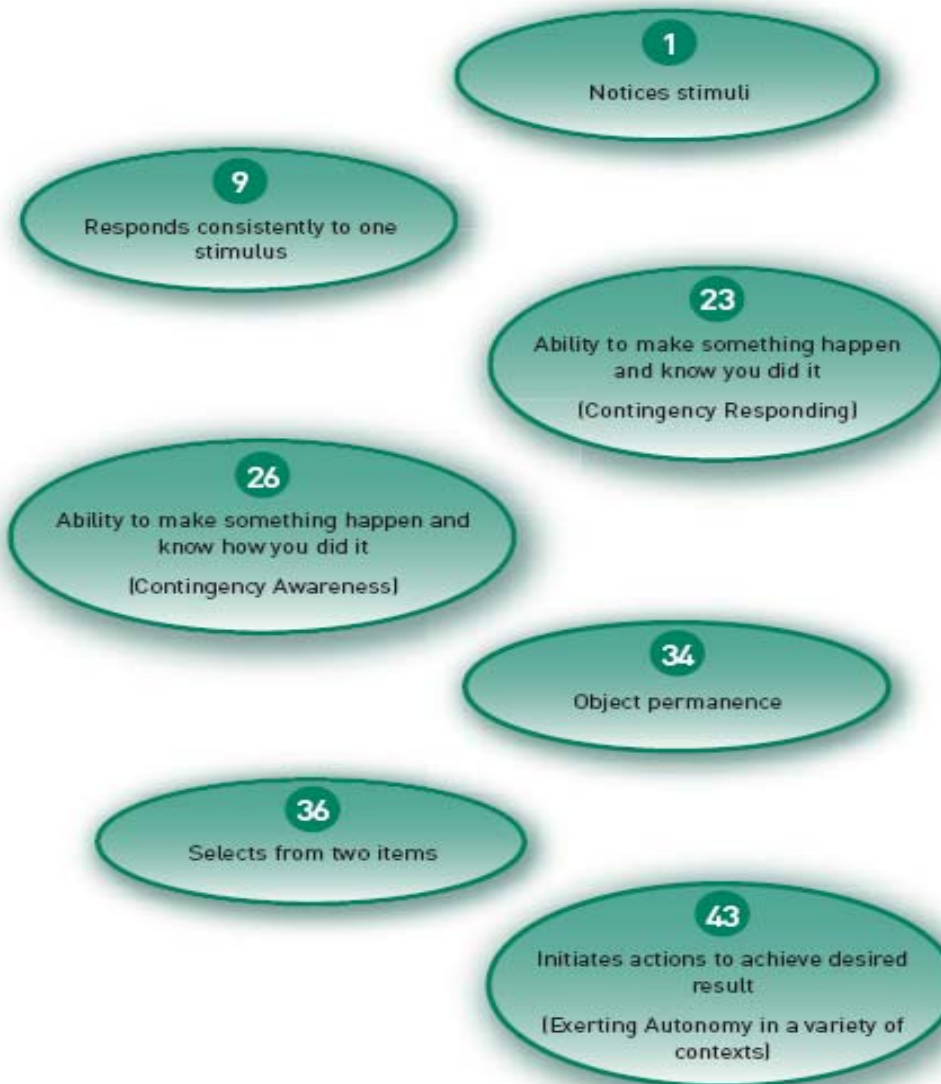
- Assessment in practice
- Approaches to Teaching
- Focuses on learning
- The Communication Process
- Assessment for Learning

- **Two strands**
 1. Early cognitive development
 2. Social interaction

- **Communication** infused throughout:



Key milestones

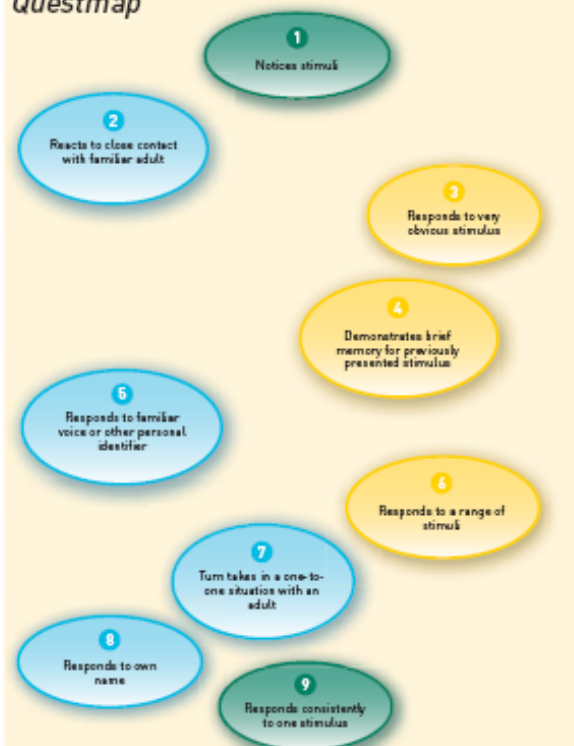


Case study

Assessment manual



Questmap



ASSESSMENT ACTIVITIES	ASSESSMENT OUTCOMES	REINFORCEMENT AND EXTENSION STRATEGIES
<p>1 Is the learner reacting to stimuli?</p> <p>Rock or swing the learner gently, then pause. Rock/shake the face or hand. Hold the learner and ask a simple, leading question for any response. Present a touch reflected on a shiny surface. Present a familiar smell (e.g. from the food, room's perfume). Present a small amount of a taste on the learner's lip. Play music or a familiar song. Present a tickle, e.g. massage cream or soap on the leg. Place the learner's hand on a hot/cold water bottle.</p>	<p>Look for:</p> <ul style="list-style-type: none"> • smiling (in response to gentle rocking) • reaching head, eyes, or body • lip/lips movement • eye following • change in facial exp. • opening or closing 	<p>1. Using two staff, one supporting the learner in a strong position and one in front, gently pulling the learner backwards and forwards. Try touching different parts of the back (back of the head or back of the neck may be more sensitive). Try touching different parts of the face (cheek, chin and forehead). Move the touch slightly if there has been no response. Try different or more distinct a sensory cue (e.g. smell or taste). Play a range of musical, non-musical instruments. Present alternate textures, e.g. water bed. Place the learner's hand especially finger tips in gel water water etc.</p>
<p>2 Does the learner react to close contact with familiar adults?</p> <p>Touch/shake the learner's face or hands. Hold the learner and ask a simple leading question for any response.</p>	<p>Look for:</p> <ul style="list-style-type: none"> • opening or closing • change in breath exp. • smiling • eye following • change in facial expression. 	<p>2. Using the learner's preferred stimuli, e.g. <ul style="list-style-type: none"> • food - try making any food close to the learner with glasses for close observation of possible responses. • visual - try appropriate facial expressions. </p>
<p>3 Is the learner responding to a range of stimuli?</p> <p>Begin with the preferred sensory modality (e.g. touch), complexity and number of stimuli (used 1). Try different stimuli, e.g. pleasant/unpleasant. Try using musical instruments, tapes or musical toys using different frequencies, timbre and duration. Introduce new stimuli, e.g. sweet/sour/tasty. Present different textures, such as water bed and apply them to different parts of the body. Try making the learner's fingertips in sleepiness, gel, firm water, etc. Use deep lip, bubbles and pop-up toys. Try a vibrating cushion, resonance board or a water bed.</p>	<p>Look for:</p> <ul style="list-style-type: none"> • see step 1, • change in activity level • vocalising • open mouth to tongue movement • moving fingers, e.g. in sleepiness • kicking 	<p>3. Try getting close in and expressing your facial expression. If there's no response, try supporting your features with face paint or sun block, a hat or sunglasses. Vary the pattern of stimuli presented and the length of time the stimuli is presented for. Try smiling and winking close to the learner with glasses for close observation of possible responses. Increase their attention span and frequency of cause presented. If the learner has only shown a response in one sensory modality then try and extend to other available senses.</p>
<p>4 Does the learner demonstrate brief memory for a previously presented stimulus?</p> <p>Present the stimulus to the learner. When he/she stops responding, remove it and re-present the stimulus (he/she should be less than 1 second). If the learner attends for a shorter time to the second presentation, it is likely that he/she has remembered the stimulus. Try this several times to be sure. N.B. The stimulus should be neutral (not the face of a familiar adult, not food), e.g. try using a black and white checker board.</p>	<p>Look for evidence of short term memory, e.g. <ul style="list-style-type: none"> • a decline in responding to the stimulus if it is repeated • recovery of a response to a new stimulus if it differs </p>	<p>4. Increase the gaps looking for evidence of short term memory (see Guidance Materials - Habilitation). Use a number of stimuli. Show a new stimulus rather than the same stimulus again.</p>
<p>5 Does the learner respond to a familiar voice or another personal identifier?</p> <p>Ensure that all staff in regular contact with the learner have a personal identifier or action. This should always be a simple part of each person, e.g. long hair/beard. Move towards the learner speaking or sing/speak close to the learner - keep/bring. Show someone to a particular identifier. N.B. For learners with VVI a personal tactile sign may be used.</p>	<p>Look for:</p> <ul style="list-style-type: none"> • smiling • opening/closing • change in facial expression • reaching of the hand • touching or contact • reaching/outreaching 	<p>5. Encourage the learner to give the personal identifier/action for a second adult. Gradually extend the number of personal identifiers to attract him the learner through personal identifiers/actions.</p>
<p>6 Is the learner responding to a range of stimuli?</p> <p>Increase the range, complexity and number of stimuli used in 3. Present stimuli/complexity should be gradually reduced to a more natural level. If the learner has not shown a response in one sense modality up to this point, then use should seek to extend this to other available senses.</p>	<p>Look for:</p> <ul style="list-style-type: none"> • change in activity level • facial expression • movement of eyes, lips, tongue • vocalisation • opening/closing • movement of arms/legs/fingers. 	<p>6. Use eye-to, paper and pop-up toys. Vary the pattern of stimuli presented and the length of time the stimuli is presented for. Try using musical instruments, tapes, musical toys. Increase their attention span and frequency of cause presented. Present at the learner's level, such as warm hand, with which he/she can engage. Apply them to different parts of the body.</p>
<p>7 Does the learner react to be in a one-to-one situation with an adult?</p> <p>Use a number of staff to support the learner to take turns in. Participating in a rucking game e.g. Row the Boat. Encourage/ask the staff to be adult. 'holding and waiting for reply in 'conversations'. Skinning an object or toy.</p>	<p>Look for:</p> <ul style="list-style-type: none"> • signs of co-operating • anticipating 	<p>7. Further support the learner in taking turns, e.g. working hand over hand, moving/push ball to or as adult, talk and wait for a reply. Model turn taking by presenting and receiving objects.</p>
<p>8 Does the learner respond to his/her own name?</p> <p>Call the learner by his/her own name. Take care that the learner is not responding to other cues e.g. tone of voice, touch etc.</p>	<p>Look for:</p> <ul style="list-style-type: none"> • vocalisation • lip/mouth movement • opening/closing <p>N.B. Take care that the learner is not responding to other cues such as tone of voice, touch or staff's own reaction.</p>	<p>8. Use the learner's name consistently in meaningful contexts to build association. If the learner is not responding try using supportive cues e.g. touch. N.B. The sense of self can be slower to develop in learners with VVI (see Guidance Materials).</p>
<p>9 Does the learner respond consistently to one stimulus?</p> <p>Present a familiar sensory stimulus which has been used consistently in the activity of learning. Check. N.B. Sense of self can be slower to develop in learners with VVI (see Guidance Materials).</p>	<p>Look for the learner responding in the same way each time a stimulus is presented.</p>	<p>9. Try other sensory channels to look for other consistent responses.</p>

Quest Map 1 - Case Study

- Assessment map
- Exemplar map
- Blank map
- Quest On-line
<https://www.rewardinglearning.com/quest>

Workshop

Placing pupils on the Map.

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Assessing, Recording & Reporting for Learners with PMLD

- Processing
- Memory
- Language
- Attention Skills
- Distractions
- Generalisation
- Problem Solving

Why?

- Identify current needs and learning intentions
- Assess learning outcomes
- Monitor progress
- Inform future planning

How do you assess, record and report on learning within your own class?

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reactions / responses

level of well-being

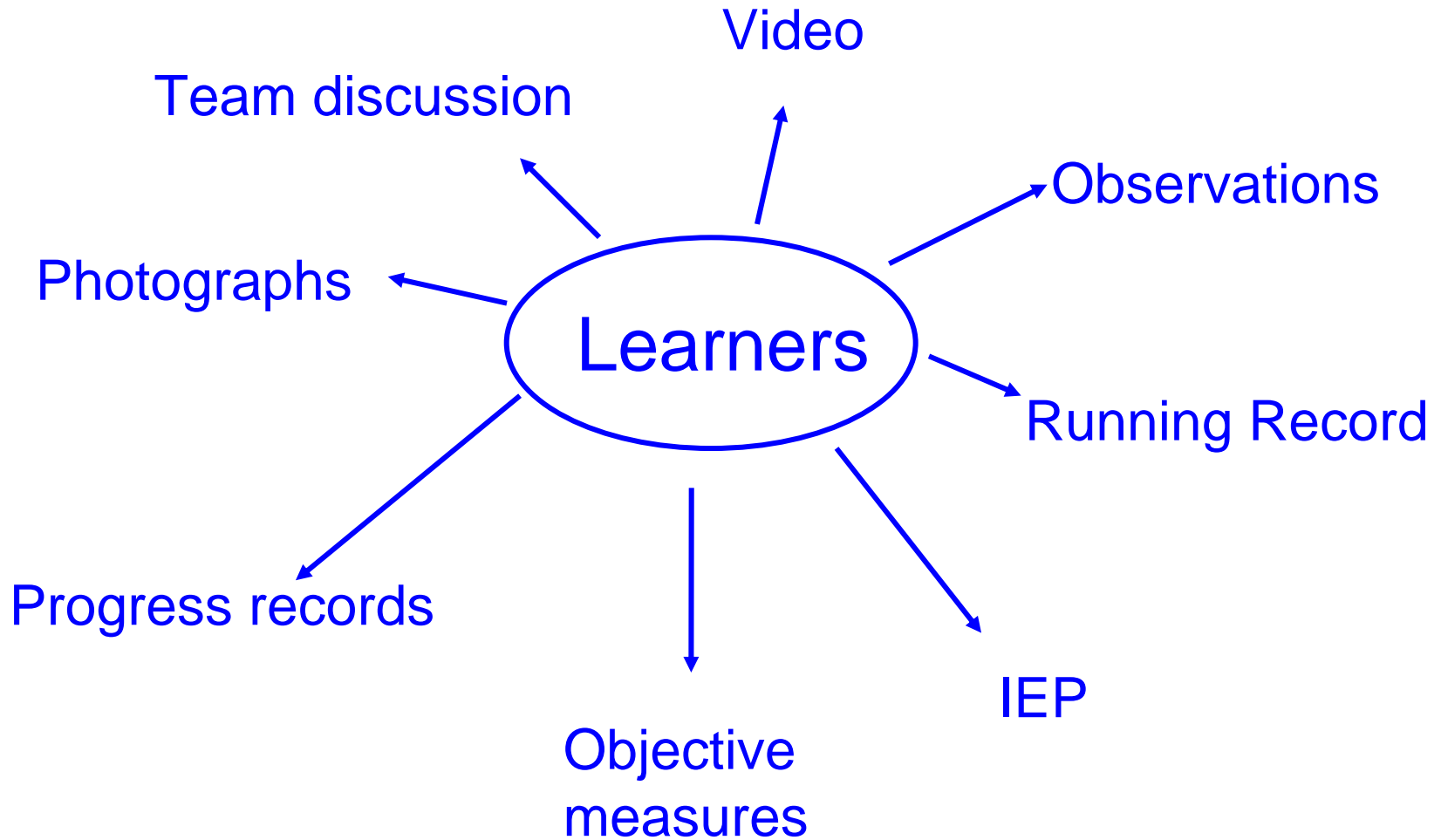
recognition / recall

social engagement

preference / choice

understanding / cognition

How?



To make a valid assessment of the abilities of any pupil with PMLD we should....

“...observe the learner over time, in different situations and...see multiple samples of abilities....
...draw upon a range of information, based on frequent contact and interaction...”

(Quest For Learning, page 54)

The context for interactions & observations could include....

- 1 to 1 Intensive interaction, responding to sounds and movements initiated by the pupil
- Structured curricular activities
- Educational outings / visits
- Snack and dinner times
- Therapeutic activities
- Water therapies
- Personal care routines
- Responses to music /assembly/school gatherings **Etc....**

What are the Pupil's Abilities and Needs in Interaction and Communication?

*On the basis of interactions, observations, video/
photo evidence, note taking, class team
discussions, records & reports;*

- What do we know for sure?
- What do we feel we need to check - get evidence of?

then

- What do we now need to move the pupil forward?

Experiences

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Land of
Little
Animals
(June 2010)

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Caolan
listening
attentively
(April 2010)

- School swing (May 2010)

Evidence of Progress Made



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Supported feeding - Spring 2008

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Independent – February 2009

Swimming Programme / Progress Video

- Requirement
- Aims:
- Evaluation/Progress

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- Comments from Sarah's 1st day to travel 17th June '10
- Sarah looking for her sock after eating her dinner – searched her PECS book, selected sock (prompted to give it to Kelly) who had her sock for exchange. Brill!!!
- After dinner Sarah sitting by TV, PECS book on red table. We waited Sarah travelled to red table selected TV PECS pic & brought to me by class door. No verbal or visual prompts. Brill!
- At Workstation. Sarah making choice at end of activity. Consistently selecting bubbles as reward - even if repositioned.

Learning Intention

Caolan will be encouraged to explore with his hands.

Strategies to support Learning

- Hand over hand to support Caolan's investigation of objects, textures and materials
- Use pause & prompt to encourage voluntary exploration.
- Identified activities set out for use – repetition of same activities in same way to develop anticipation and show preference.

- Assessment Item
- Focus
- Description
- Evaluation
- Date Indicated

Assessment item	Focus	Description	Evaluation	Date Indicated
3. Responds to very obvious stimuli	Deliberate movement of chest & head towards spoon at feeding time	VI- aware of & turns towards spoon on left of mid-line. No awareness even slightly right of mid-line	Good progress. Definite head/chest movement but not consistent. Affected by levels of well-being. Stilling before spoon presented. Mum seeing improvement at home also. No longer requires splints. Tolerant of 'all done' signing.	20/06/10

- Education (NI) Order 1996
- SENDO
- Human Rights
- Children Order
- Disability & Discrimination Order
- Equality & Inclusion
- Revised Curriculum

Quest for Learning Assessment and Guidance Materials

Specialist Schools & Academies Trust

8th - 9th June 2011

- 9.30am Welcome & Introduction
Helen Miskelly
- 9.45am The Curriculum Context
Anne Wilson
- 11.00am Coffee
- 11.30am Quest for Learning
Pauline Mc Geown
- 12.30pm Lunch
- 1.30pm Quest DVD support
Q & A
Caroline McCarthy