

Overview

Who is this unit for?

This unit is for those who provide support for pupils who demonstrate features of moderate, severe or profound learning difficulties, specific learning difficulties, e.g. dyslexia or dyspraxia, or who present features associated with autistic spectrum disorder. Some pupils may have associated sensory, physical and/or behavioural difficulties which compound their special educational or additional support needs.

What is this unit about?

This unit is about the support provided to pupils with cognition and learning needs to enable them to participate in learning activities and to develop effective learning strategies. While individual needs will differ, most pupils with cognition and learning needs will require help with language, memory and reasoning skills; sequencing and organisational skills; understanding number; problem solving and concept development; and the improvement of fine and gross motor competences.

This unit contains two elements

1. Support pupils with cognition and learning needs during learning activities
2. Support pupils with cognition and learning needs to develop effective learning strategies

Performance criteria

You must be able to:

Support pupils with cognition and learning needs during learning activities

P1 obtain accurate and up-to-date information about: P1.1 the pupil's cognition and learning needs P1.2 the planned learning tasks and activities

P2 obtain and use equipment and materials as appropriate to the learning objectives

P3 adapt and modify learning resources to suit the pupil's maturity levels and learning needs

P4 provide levels of individual attention, reassurance and help with learning tasks as appropriate to the pupil's needs

P5 provide support as needed to enable the pupil to follow instructions P6 give positive encouragement, feedback and praise to reinforce and sustain the pupil's interest and efforts in the learning activities

P7 monitor the pupil's response to the learning activities and, where necessary, modify or adapt the activities to achieve incremental and lateral progression towards the intended learning outcomes

P8 take appropriate action to resolve any problems in supporting the pupil's participation and progress in the learning activities

P9 provide feedback to relevant people on significant aspects of the pupil's participation levels and progress effective learning strategies

Support pupils with cognition and learning needs to develop effective learning strategies

P10 agree with the teacher the strategies to use to support pupils with cognition and learning difficulties to develop effective learning strategies

P11 sequence and structure learning experiences and the learning environment so the pupil develops organisational, information-processing and problem-solving skills

P12 use specific visual, auditory and tactile methods to help the pupil understand the functional use of objects and gain information about the environment

P13 provide information, advice and opportunities for the pupil to choose and make decisions about his/her own learning

P14 provide an appropriate level of assistance to enable the pupil to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills

P15 use appropriate strategies for challenging and motivating the pupil to develop effective learning strategies

Support pupils with cognition and learning needs

P16 listen carefully to the pupil and positively encourage him/her to communicate his/her needs and ideas for future learning

P17 encourage the pupil to take responsibility for his/her own learning P18 support the pupil in reviewing his/her learning strategies and achievements and plan for future learning

Knowledge and understanding

You need to know and understand:

K1 the school's policy on inclusive education and equality of opportunity and your role and responsibility in relation to this

K2 the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working

K3 the teaching and learning objectives of the learning activity and the place of these in the teacher's overall teaching programme

K4 the cognition and learning needs of the pupil(s) with whom you work and the implications of these for supporting different types of learning activities

K5 how cognitive difficulties impact upon the development of language and communication, and vice versa, and how this affects learning

K6 the significant differences between global learning difficulties which can affect all aspects of a pupil's learning, and specific learning difficulties, e.g. dyslexia, dyspraxia, specific language impairment, which can exist as an anomaly in the overall pattern of a pupil's abilities

K7 the individual education plans for the pupil(s) with whom you work

K8 how to adapt and modify teaching and pupil materials so that pupils with cognition and learning needs are given every opportunity to understand concepts and ideas

K9 the importance of active learning for pupils with cognition and learning difficulties and how to promote this

K10 the impact of any medication used by the pupils with whom you work on their cognitive and physical abilities, behaviour and emotional responsiveness

K11 how to adapt or modify planned activities for pupils who are making extremely slow progress

K12 the sorts of problems that might occur when supporting pupils with cognition and learning difficulties and how to deal with these

K13 the range of cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions such as perception, memory and information processing

K14 strategies for challenging and motivating pupils with learning difficulties to learn

K15 the importance of active listening and how to do this

K16 the importance of, and methods for, helping pupils with cognition and learning needs to review their learning strategies and achievements and plan future learning

K17 the school procedures for recording and sharing information

Glossary

Cognition and learning needs

needs in relation to the skills needed by effective learners, including:

1. language, memory and reasoning skills
2. sequencing and organisational skills
3. an understanding of number
4. problem-solving and concept development skills
5. fine and gross motor skills

Information

information about the pupil's cognition and learning needs may be obtained from:

1. the class teacher
2. a specialist teacher or the special educational needs coordinator within the school
3. written records/reports
4. outside specialists and agencies

Learning activities

the planned learning tasks and activities for individual pupils, groups of pupils or the whole class

Learning resources

materials, equipment (including ICT), software, books and other written materials (e.g. handouts, worksheets), DVDs, etc. that are required to support teaching and learning

Learning strategies

the skills needed to support effective learning including:

1. independent learning skills
2. exercising choice
3. decision making
4. problem solving
5. information processing

Problems

the barriers and hindrances to providing support for pupils during learning activities.

Problems may relate to:

1. learning resources, e.g. quantity, quality, suitability or availability
2. the learning environment, e.g. space, comfort, noise level, disruptions
3. the pupils' ability to learn, e.g. home or educational background, cultural and language heritage, attitude to learning, poor behaviour, low self-esteem, lack of concentration, sensory or physical disabilities

Support pupils with cognition and learning needs

Pupils with cognition and learning needs

pupils who demonstrate features of:

1. moderate, severe or profound learning difficulties
2. specific learning difficulties, e.g. dyslexia, dyspraxia
3. autistic spectrum disorder

Relevant people

people with a need and right to have information about pupils' participation and progress. This will include the teacher responsible for the pupils but may also include others such as school leaders, other classroom support staff working with the pupils, special educational needs coordinator or other professionals, e.g. educational psychologist. Information sharing must always adhere to the school's confidentiality policy and child protection procedures

Links to other NOS

This unit is one of four specialist units for those working with pupils with moderate, severe and/or complex special educational needs or additional support needs in a special school or mainstream setting.

The other specialist units are:

TDASTL39 Support pupils with communication and interaction needs TDASTL41

Support pupils with behaviour, emotional and social development needs

TDASTL42 Support pupils with sensory and/or physical needs

This unit also links to:

TDASTL12 Support a child with disabilities or special educational needs TDASTL38

Support children with disabilities or special educational needs

and their families

| | |
|-------------------------------|---|
| Developed by | Training and Development Agency for Schools |
| Date Approved | 01 Jun 2009 |
| Indicative Review Date | 01 Jun 2009 |
| Validity | Current |
| Status | Original |
| Relevant Occupations | Child Development and Well Being, Childcare and Related Personal Services, Direct Learning Support, Education and Training, Public Service and other Associate Professionals, Public Services |
| Suite | Supporting Teaching and Learning in Schools |
| Keywords | mathematics, planning, preparation, resources, outcomes, number, shape, measures, data handling, problem solving, symbols, diagrams, activities |
