

## STL40 Support pupils with cognition and learning needs

### UNIT SUMMARY

#### ***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, eg. 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:***

- 40.1 Support pupils with cognition and learning needs during learning activities
- 40.2 Support pupils with cognition and learning needs to develop effective learning strategies

#### ***Linked units***

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:

- STL39 Support pupils with communication and interaction needs
- STL41 Support pupils with behaviour, emotional and social development needs
- STL42 Support pupils with sensory and/or physical needs

This unit also links to:

- STL12 Support a child with disabilities or special educational needs
- STL38 Support children with disabilities or special educational needs and their families

#### ***Place in qualifications***

This unit is an optional unit in the level 3 NVQ/SVQ in supporting teaching and learning in schools.

#### ***Origin of this unit***

This unit is a revised version of unit 3-14 from the national occupational standards for teaching and classroom assistants (2001).

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### Glossary of terms used in this unit

<b>Cognition and learning needs</b>	needs in relation to the skills needed by effective learners, including: <ul style="list-style-type: none"><li>• language, memory and reasoning skills</li><li>• sequencing and organisational skills</li><li>• an understanding of number</li><li>• problem-solving and concept development skills</li><li>• fine and gross motor skills</li></ul>
<b>Information</b>	information about the pupil's cognition and learning needs may be obtained from: <ul style="list-style-type: none"><li>• the class teacher</li><li>• a specialist teacher or the special educational needs coordinator within the school</li><li>• written records/reports</li><li>• outside specialists and agencies</li></ul>
<b>Learning activities</b>	the planned learning tasks and activities for individual pupils, groups of pupils or the whole class
<b>Learning resources</b>	materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning
<b>Learning strategies</b>	the skills needed to support effective learning including: <ul style="list-style-type: none"><li>• independent learning skills</li><li>• exercising choice</li><li>• decision making</li><li>• problem solving</li><li>• information processing</li></ul>
<b>Problems</b>	the barriers and hindrances to providing support for pupils during learning activities. Problems may relate to: <ul style="list-style-type: none"><li>• learning resources, eg. quantity, quality, suitability or availability</li><li>• the learning environment, eg. space, comfort, noise level, disruptions</li><li>• the pupils' ability to learn, eg. home or educational background, cultural and language heritage, attitude to learning, poor behaviour, low self-esteem, lack of concentration, sensory or physical disabilities</li></ul>

## National occupational standards for supporting teaching and learning in schools

### **Pupils with cognition and learning needs**

pupils who demonstrate features of:

- moderate, severe or profound learning difficulties
- specific learning difficulties, eg. dyslexia, dyspraxia
- 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, eg. educational psychologist. Information sharing must always adhere to the school's confidentiality policy and child protection procedures

## **STL40 Support pupils with cognition and learning needs**

### **40.1 Support pupils with cognition and learning needs during learning activities**

#### **Performance criteria**

##### ***You need to:***

- P1 obtain accurate and up-to-date information about:
  - a the pupil's cognition and learning needs
  - b 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

## **STL40 Support pupils with cognition and learning needs**

### **40.2 Support pupils with cognition and learning needs to develop effective learning strategies**

#### **Performance criteria**

##### ***You need to:***

- P1 agree with the teacher the strategies to use to support pupils with cognition and learning difficulties to develop effective learning strategies
- P2 sequence and structure learning experiences and the learning environment so the pupil develops organisational, information-processing and problem-solving skills
- P3 use specific visual, auditory and tactile methods to help the pupil understand the functional use of objects and gain information about the environment
- P4 provide information, advice and opportunities for the pupil to choose and make decisions about his/her own learning
- P5 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
- P6 use appropriate strategies for challenging and motivating the pupil to develop effective learning strategies
- P7 listen carefully to the pupil and positively encourage him/her to communicate his/her needs and ideas for future learning
- P8 encourage the pupil to take responsibility for his/her own learning
- P9 support the pupil in reviewing his/her learning strategies and achievements and plan for future learning

## STL40 Support pupils with cognition and learning needs

### 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, eg. 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